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The London School of Economics and Political Science

Calendar 2004-2005

www.lse.ac.uk/calendar

The London School of Economics and Political Science

Calendar 2004 -2005

Introduction

The Calendar is published on the LSE website for use by LSE staff and students. Its purpose is to gather together into a single resource regulations relating to students and their study.

The Calendar is a web-first resource. It is located at www.lse.ac.uk/calendar. A limited number of print versions are generated from this online version for use by LSE staff for administration purposes. Additional or replacement copies can be obtained from Elaine Hemmings, Academic Registrar's Division (e.hemmings@lse.ac.uk).

Any comments on the Calendar and any requests for changes to information about programme regulations and individual courses should be sent to Elaine. Our thanks go to the many colleagues in the School who have helped us in preparing it.

Sections

General	1
Undergraduate	81
Diploma	199
Taught Masters	207
Research	399
Short Courses and Summer Schools	431

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2004). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

GENERAL

The general information contained in this section is relevant to all programmes and levels of study. Further details about some of the topics contained in this section are available on the LSE website.

CONTENTS

Calendar of Events	3
Dates of Terms	6
Governance of the School:	7
Council	7
Court of Governors	7
Committee Members	8
List of LSE Honorary Fellows	24
Academic Departments	25
Research Centres and Institutes	29
Academic and Research Staff	31
Visiting and LSE Centennial Professors	38
Emeritus Professors and Emeritus Readers	39
Other Staff	39
Statistics of Students	44
General Academic Regulations:	59
Policy Statement on Equality and Diversity	60
School's Policy on Disability	60
Disciplinary and Other Regulations and Procedures:	61
Regulations for Students	61
Regulations on Assessment Offences and Plagiarism	64
Regulations for the Consideration of Appeals against Decisions of Boards of Examiners for Taught Courses	67
Rules Relating to Student Activities	69
Student Drugs and Alcohol Policy	69
Student Drugs and Alcohol Procedure	70
Code of Practice on Free Speech	71
Principles and Procedures for the Consideration of Student Complaints	72
Procedure for the Consideration of Complaints from Students on Academic Matters [excluding examination assessment appeals]	73
Service Complaints	75
Procedure for Complaints of Sexual Harassment	75
Library and IT services:	76
Rules of the Library	76
Policy Statement on the Use of Information Technology	77
Conditions of Use of IT Facilities at LSE	78

The London School of Economics and Political Science

Calendar 2004-2005

CALENDAR OF EVENTS 2004-2005

September 2004

20	Mon	16:30	U1002	Nominations Committee
30	Thu			School Michaelmas Term Begins

October 2004

4	Mon	13:00	A588	Meeting of the Professors of Economics
5	Tue	17:15	Vera Anstey Room	Council
6	Wed	10:00	Vera Anstey Room	Conveners' Consultative Forum
		13:00	A588	Research Committee
		14:00	V710	Graduate Studies Subcommittee
		16:00	Vera Anstey Room	Undergraduate Studies Subcommittee
		17:00	H705	Finance and General Purposes Committee
7	Thu	12:30	H704	Agenda Committee of the Academic Board
11	Mon	14:30	H705	Library and Information Services Committee
12	Tue	14:00	A588	Academic Planning and Resources Committee [pre-meeting]
13	Wed	14:30	S067	Summer School Board
14	Thu	15:00	V710	Widening Participation Steering Group
		16:00	H605	Academic Support Staff Committee
18	Mon	14:00	V710	Estate Management Committee
		14:00	A588	External Studies Subcommittee
20	Wed	14:00	Vera Anstey Room	Academic Board
21	Thu	14:00	Vera Anstey Room	Consultative Forum for Undergraduate Admissions Tutors
		16:00	H705	Athletics Committee
		16:00	H605	Short Courses Subcommittee
22	Fri	14:00	H605	LSE Nursery User Group
25	Mon	13:15	H616	Security Advisory Group
26	Tue	14:00	A588	Academic Planning and Resources Committee
		14:00	V710	Residences User Group
		17:15	Vera Anstey Room	Council
27	Wed	14:00	U1002	Academic Nominations Committee
		14:00	Vera Anstey Room	Consultative Forum for External Degree Co-ordinators
28	Thu	14:00	H705	Consultative Forum for the Health Service
29	Fri	10:30	V710	Promotions Committee

November 2004

1	Mon	13:00	A588	Meeting of the Professors of Economics
2	Tue	14:00	Vera Anstey Room	Consultative Forum for Admissions Selectors for Taught Graduate Students
3	Wed	14:00	V710	Teaching, Learning and Assessment Committee
		16:30		Graduate Open Evening
4	Thu	12:30	H704	Agenda Committee of the Academic Board
		16:00	H705	Human Resources Strategy Committee
		16:30	H616	Library User Committee
8	Mon	16:30	A588	Audit Committee
		16:30	H705	Residences Management Committee
9	Tue	14:30	A588	Health and Safety Committee
10	Wed	14:00	H705	Student Affairs Committee
		17:00	H705	Joint Negotiating and Consultative Committee
11	Thu	17:00	H705	Finance and General Purposes Committee
15	Mon	14:00	Vera Anstey Room	Consultative Forum for Departmental Tutors
		14:00	V710	Estates Strategy Committee meeting
		16:00	Graham Wallis Room	Undergraduate Students' Consultative Forum
16	Tue	12:00	Graham Wallis Room	Taught Graduate Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
17	Wed	14:00	Vera Anstey Room	Academic Board
18	Thu	14:00	Vera Anstey Room	Consultative Forum for Undergraduate Admissions Tutors
		16:00	H705	Athletics Committee
19	Fri	14:00	Vera Anstey Room	School Board of Examiners for BA and BSc Degrees
22	Mon	12:00	Vera Anstey Room	Research Students' Consultative Forum
23	Tue	14:30	H705	Library and Information Services Committee
		17:15	Vera Anstey Room	Council - followed by the end of term buffet supper in the SCR
24	Wed	13:00	A588	Research Committee
		14:00	R301	Disability Consultative Forum
		14:15	V710	Promotions Committee
		17:00	H705	Alumni Relations Committee
25	Thu	15:00	H705	Catering Services User Group

December 2004

1	Wed	14:00	V710	Graduate Studies Subcommittee
		16:00	Vera Anstey Room	Undergraduate Studies Subcommittee
2	Thu	15:00	U1002	Risk Committee
6	Mon	13:00	A588	Meeting of the Professors of Economics
		14:00	Graham Wallis Room	Consultative Forum for Programme Directors for Taught Graduate Students
7	Tue	14:00	A588	Academic Planning and Resources Committee
8	Wed	09:30	Vera Anstey Room	Conveners' Consultative Forum
		14:15	Vera Anstey Room	Appointments Committee
		17:30	SL	School Carol Service
9	Thu	16:00	Vera Anstey Room	Informal Court of Governors
		17:00	Vera Anstey Room	Court of Governors
10	Fri			School Michaelmas Term ends
13	Mon	14:00	Vera Anstey Room	Termly Staff Briefing

14	Tue	11:00	Vera Anstey Room	Termly Staff Briefing
15	Wed			School Presentation Ceremonies
16	Thu			School Presentation Ceremonies
23	Thu			School buildings close

January 2005

4	Tue			School buildings open
10	Mon			School Lent Term begins
11	Tue	13:00	A588	Meeting of the Professors of Economics
		14:30	H705	Library and Information Services Committee Resource Distribution Exercise Meeting
		17:15	Vera Anstey Room	Council
12	Wed	13:00	A588	Research Committee
		14:00	V710	Teaching, Learning and Assessment Committee
13	Thu	12:30	H704	Agenda Committee of the Academic Board
18	Tue	14:00	A588	Academic Planning and Resources Committee
		14:00	V710	Residences User Group
19	Wed	14:00	V710	Graduate Studies Subcommittee
		14:00	H705	Student Affairs Committee
		16:00	Vera Anstey Room	Undergraduate Studies Subcommittee
		17:00	H705	Finance and General Purposes Committee
20	Thu	14:00	Vera Anstey Room	Consultative Forum for Doctoral Programme Directors
		16:00	H705	Athletics Committee
25	Tue	12:00	Vera Anstey Room	Research Students' Consultative Forum
26	Wed	14:00	Vera Anstey Room	Academic Board
31	Mon	13:15	H616	Security Advisory Group

February 2005

1	Tue	12:00	Graham Wallas Room	Taught Graduate Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
2	Wed	10:00	Vera Anstey Room	Conveners' Consultative Forum
		14:00	U1002	Academic Nominations Committee
		14:15	V710	Promotions Committee
3	Thu	16:00	H605	Academic Support Staff Committee
		14:00	H705	Residences Management Committee
4	Fri	12:30	H605	LSE Nursery User Group
7	Mon	14:00	H705	Consultative Forum for LSE Health Service
		14:00	V710	Estates Management Committee
		16:00	Graham Wallas Room	Undergraduate Students' Consultative Forum
8	Tue	17:15	Vera Anstey Room	Council
9	Wed	14:00	R301	Disability Consultative Forum
10	Thu	16:30	H704	Audit Committee
		16:30	H616	Library User Committee
15	Tue	15:00	V710	Widening Participation Steering Group
17	Thu	16:00	H705	Human Resources Strategy Committee
21	Mon	14:00	A588	External Studies Subcommittee
22	Tue	14:00	A588	Academic Planning and Resources Committee
		17:00	V710	Alumni Relations Committee
23	Wed	14:00	V710	Teaching, Learning and Assessment Committee
24	Thu	12:30	H704	Agenda Committee of the Academic Board
		14:00	Vera Anstey Room	Consultative Forum for Undergraduate Admissions Tutors
		16:00	H705	Athletics Committee

March 2005

1	Tue	17:15	Vera Anstey Room	Council - followed by end of term buffet supper in the SCR
2	Wed	10:30	V710	All day meeting of the Promotions Committee
		13:00	A588	Research Committee
		14:00	H705	Student Affairs Committee
		17:00	H705	Joint Negotiating and Consultative Committee
4	Fri	10:30	V710	All day meeting of the Promotions Committee
7	Mon	14:00	Vera Anstey Room	Consultative Forum for Departmental Tutors
8	Tue	15:00	U1002	Risk Committee
		17:00	H705	Finance and General Purposes Committee
9	Wed	14:00	Vera Anstey Room	Academic Board
		16:30	U1002	Nominations Committee
10	Thu	16:00	Vera Anstey Room	Informal Court of Governors
		17:00	Vera Anstey Room	Court of Governors
14	Mon	13:00	A588	Meeting of the Professors of Economics
		14:00	V710	Estates Strategy Committee
15	Tue	14:00	A588	Academic Planning and Resources Committee
		14:30	H705	Health and Safety Committee
16	Wed	14:00	V710	Graduate Studies Subcommittee
		14:15	Vera Anstey Room	Appointments Committee
		16:00	H705	Undergraduate Studies Subcommittee
17	Thu	14:00	H616	Language Centre Advisory Committee
18	Fri			School Lent Term Ends
				Web publication of Provisional Examination Timetable
22	Tue	14:30	H705	Library and Information Services Committee
		15:00	Vera Anstey Room	Termly Staff Briefing
23	Wed			School Buildings close
		11:00	Vera Anstey Room	Termly Staff Briefing
25	Fri	14:30	S067	Summer Schools Board
31	Thu			School Buildings Open

April 2005

19	Tue	09:00		Open Day
21	Thu	12:30	H704	Agenda Committee of the Academic Board
		12:30		Visit Day for Accepted Applicants
25	Mon			School Summer Term Begins
		13:00	A588	Meeting of the Professors of Economics
26	Tue	14:30	H705	Library and Information Services Committee
		17:15	Vera Anstey Room	Council
27	Wed	10:00	Vera Anstey Room	Conveners' Consultative Forum
		14:00	V710	Teaching, Learning and Assessment Committee
28	Thu	16:00	H616	Athletics Committee
		17:00	H705	Finance and General Purposes Committee

May 2005

2	Mon			Public Holiday
3	Tue	12:00	Vera Anstey Room	Research Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
4	Wed	14:00	Vera Anstey Room	Academic Board
		16:00	R301	Disability Consultative Forum
		16:30	U1002	Nominations Committee
5	Thu	14:00	H605	Academic Support Staff Committee
		14:00	Vera Anstey Room	Consultative Forum for Admissions Selectors for Taught Graduate Students
		14:00	V710	Residences User Group
		16:00	H705	Athletics Committee
9	Mon	16:00	H705	Consultative Forum for the LSE Health Service
		16:00	Graham Wallas Room	Undergraduate Students' Consultative Forum
10	Tue	12:00	Graham Wallas Room	Taught Graduate Students' Consultative Forum
		14:00	Vera Anstey Room	Consultative Forum for Undergraduate Admissions Tutors
11	Wed	13:00	A588	Research Committee
		14:00	H705	Student Affairs Committee
		14:15	V710	Promotions Committee
		16:30	U1002	Nominations Committee
12	Thu	16:30	H704	Audit Committee
16	Mon	13:15	H616	Security Advisory Group
		14:00	V710	Estates Management Committee
		14:00	A588	External Studies Subcommittee
17	Tue	14:00	H705	Residences Management Committee
		15:00	V710	Widening Participation Steering Group
18	Wed	14:00	U1002	Academic Nominations Committee
		14:00	V710	Graduate Studies Subcommittee
		16:00	Vera Anstey Room	Undergraduate Studies Subcommittee
19	Thu	12:30	A588	LSE Nursery User Group
23	Mon	12:30	Director's Dining Room	Consultative Forum for Departmental Tutors
		15:00	H705	Catering Services User Group
24	Tue	17:15	Vera Anstey Room	Council
30	Mon			Public Holiday
31	Tue	14:00	A588	Academic Planning and Resources Committee

June 2005

1	Wed	14:00	V710	Teaching, Learning and Assessment Committee
2	Thu	12:30	H704	Agenda Committee of the Academic Board
		17:00	H705	Joint Negotiating and Consultative Committee
8	Wed	13:00	A588	Research Committee
		14:00	Vera Anstey Room	Consultative Forum for External Degree Co-ordinators
		14:00	H705	Student Affairs Committee
		17:00	H705	Finance and General Purposes Committee
9	Thu	16:00	H705	Human Resources Strategy Committee
		16:30	H616	Library User Committee
13	Mon	14:00	V710	Estates Strategy Committee
14	Tue	14:30	A588	Health and Safety Committee
15	Wed	14:00	Vera Anstey Room	Academic Board
16	Thu	12:30	H704	Agenda Committee of the Academic Board
		16:00	H605	Annual Review of the Academic Support Staff Committee
		14:00	H616	Language Centre Advisory Committee
18	Sat			Sports Ground Open Day
20	Mon	13:00	A588	Meeting of the Professors of Economics
21	Tue	14:30	H705	Library and Information Services Committee
		17:15	Vera Anstey Room	Council - followed by end of term buffet supper in the SCR
22	Wed	14:15	Vera Anstey Room	Appointments Committee
		16:00	SCR and SDR	Senior Common Room Strawberry Tea
23	Thu	11:00	U1002	Risk Committee
		17:00	A588	Investments Subcommittee
28	Tue	14:00	A588	Academic Planning and Resources Committee
		17:00	V710	Alumni Relations Committee
29	Wed	09:30		Open Day
		10:00	Vera Anstey Room	Conveners' Consultative Forum
		13:00	V710	Graduate Studies Subcommittee
		14:00	Vera Anstey Room	Academic Board (Special Meeting)
		16:00	H705	Undergraduate Studies Subcommittee
		17:00	U1002	Remuneration Committee

July 2005

1	Fri			School Summer Term Ends
5	Tue	11:00	Vera Anstey Room	Termly Staff Briefing
6	Wed	15:00	Vera Anstey Room	Termly Staff Briefing
7	Thu	16:00	Vera Anstey Room	Informal Court of Governors
		17:00	Vera Anstey Room	Court of Governors
8	Fri	10:00	Vera Anstey Room	School Board of Examiners for BA and BSc Degrees
14	Thu	17:30	SCR and SDR	School Presentation Ceremonies Honorary Fellows Dinner
15	Fri			School Presentation Ceremonies
21	Thu	16:00	H605	Academic Support Staff Committee

DATES OF TERMS

Session 2004-2005

Michaelmas Term: Thursday 30 September 2004 to Friday 10 December 2004

(Teaching begins Monday 4 October 2004)

Lent Term: Monday 10 January 2005 to Friday 18 March 2005

Summer Term: Monday 25 April 2005 to Friday 1 July 2005

Session 2005-2006

Michaelmas Term: Thursday 29 September 2005 to Friday 9 December 2005

(Teaching begins Monday 3 October 2005)

Lent Term: Monday 9 January 2006 to Friday 17 March 2006

Summer Term: Monday 24 April 2006 to Friday 30 June 2006

Disclaimer

On rare occasions, UK universities experience industrial action by staff which may prevent the full range of services, including teaching, being offered to students. The right to take industrial action is permitted by law and the members of staff concerned have legal protection if acting within the law.

If services are affected by industrial action or other events beyond the School's control, the School will use its best endeavours to provide alternative facilities, not necessarily at the time of the action or event. Students should be aware that the School will not issue refunds of fees where industrial action or other events beyond the School's control affect teaching or other services.

GOVERNANCE OF THE SCHOOL

COUNCIL

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

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

COURT OF GOVERNORS

Terms of reference

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

Membership

Chairman Lord Grabiner of Aldwych QC LLB LLM

Vice-Chairmen *Bernard Asher BSc(Econ)

*Sir Anthony Battishill KCB BSc(Econ)

Lord Alli of Norbury

Rosalind M Altmann BSc(Econ) PhD

S Barclay SCA MBA

²Professor Nicholas Barr MSc(Econ) PhD FRSA

Presiley Baxendale QC BA

G Bell BSc(Econ)

Ms J Bennett BA MSc

Mr J Berg BA ALM

Mr J Black BSc

Cherie Booth QC LLB

Virginia Bottomley BA MSc JP MP

²Professor Christopher Brown PhD

Hon Judge C V Callman BSc(Econ)

¹Gareth Carter

Professor W R Cornish QC FBA LLD

Bronwyn Curtis MSc(Econ)

Victor Phillip M Dahdaleh BA(Hons) MBA

Rt Hon Lord Dahrendorf KBE DrPhil PhD DLitt LittD DHL LLD DSc DrUniv

MRIA FRCS FBA FRSA

*Howard Davies MA MS Director

Roger Davies BSc(Econ)

Ian Hay Davison FCA

Leslie Dighton BSc(Econ)

Christine Downton BSc(Econ) PhD

¹Ms Sian Errington

Mr M Francescotti

Sir Patrick Gillam BAA

A C Gilmour CVO

Cyril Glasser CMG LLB LLM HonPhD FRSA

Richard Goeltz AB Hons(Econ) MBA

³D J Goldstone LLB

James Goudie QC LLB Hons FCI Arb

Loyd Grossman OBE BA MSc

*Professor Janet Hartley PhD *Vice-Chairman of the Academic Board*

Niall Hobhouse

Lady Howe of Aberavon JP BSc (SocSci)

Mr J Huth

W Hutton BSc (SocSci) MBAMs

M Hyde BSc (Soc) DipSocAdmin

Dr Alice Ilchman PhD

The Rt Hon Sir Justice Jacob QC BA LLB MA

Miss K M Jenkins BA MSc(Econ)

*Professor P Johnson MA (Oxon) DPhil *Deputy Director*

John Avery Jones CBE MA PhD LLM FTII

Rt Hon Lord Judd BSc(Econ) HonDLitt FRSA

D J Kingsley BSc(Econ) FRSA RCM

W Kolade BSc MBA

²David C Lane BSc MSc DPhil FORS

Anne Lapping BSc(Econ)

S Latsis BA MA PhD

Ruth Lea BA MSc

Sir Michael Lickiss BSc(Econ) FCA

²Professor Dominic Lieven PhD

Sir Stuart Lipton

Rachel Lomax MA MSc

Lesley MacDonagh

¹Will Macfarlane General Secretary of the LSE Students' Union

K A V Mackrell BSc(Econ)

Sir Gordon Manzie KCB

²Professor P Miller BSc (CNA) PhD

Mr A Mitchell

*Professor H L Moore PhD

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

*Professor W T Murphy MA (Cantab) *Vice-Chairman of the Appointments Committee*

Anne Page BA

Marie Patterson CBE BA DSc

M Peacock BSc(Econ)

Mr A Persaud BSc(Econ) MSc

W Plowden BA PhD

Heather Rabbatts CBE BA MSc

*Dr Ray Richardson BSc(Econ) MA PhD *Deputy Director*

Sir Evelyn de Rothschild

Lord Saatchi

Bryan Sanderson CBE BSc(Econ)

Mrs H Sasson BSc(Econ)

J Selier BCom

Barry Sheerman BSc(Econ) MSc MP

Richard Shepherd BSc(Econ) MSc MP

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

Miss R Stephen MBE

Michael Thomas CMG QC LLB Hons

Baroness Thornton of Manningham BSc(Econ)

Dr S Wadhvani

Sir Mark Weinberg BCom LLB LLM

Mrs W Weinberg LLB BSc(Econ)

Laura Wolfson-Townsley

R M Worcester BSc

²Professor Sarah Worthington BSc LLB LLM PhD FRSA

¹Nominated by the Students' Union

²Nominated by the Academic Board

³Nominated by the University of London

*Ex-officio

COMMITTEE MEMBERS

ACADEMIC BOARD

Terms of reference

The Academic Board is the principal academic body of the School. To the Board are brought all major issues of general policy affecting the academic life of the School and its development.

Academic Board Constituency Groups

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

GROUP I Accounting & Finance Industrial Relations Information Systems Operational Research Interdisciplinary Institute of Management	GROUP III Economics Mathematics Philosophy Statistics Language Centre	GROUP V Economic History Geography & Environment International History Law
GROUP II Government International Relations DESTIN European Institute	GROUP IV Anthropology Social Policy Social Psychology Sociology Gender Institute Media & Communications Methodology Institute	

The Research Committee has a 6th membership group which includes senior contract research staff employed at the School.

ACADEMIC NOMINATIONS COMMITTEE

Committee of the Academic Board

Terms of reference

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

Membership

	Status/Structure	Term of office
Professor Janet Hartley	Vice-Chairman of the Academic Board (Chairman)	ex officio
Dr R Boyce	Member of the Academic Board	1 Aug 2004-31 Jul 2007
Dr Coretta Phillips	Member of the Academic Board	1 Aug 2003-31 Jul 2006
Dr E Munro	Member of the Academic Board	1 Aug 2004-31 Jul 2006
To be advised	Student	1 Nov 2004-31 Jul 2005
Secretary	Dr Ian Stephenson	

ACADEMIC PLANNING AND RESOURCES COMMITTEE

Committee of the Academic Board

Terms of reference

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

Membership

	Status/Structure	Term of office
Howard Davies	Director (Chairman)	ex officio
Dr R Richardson	Deputy Director	ex officio
Professor Paul Johnson	Deputy Director (Vice-Chairman)	ex officio
Professor H Moore	Chairman of Research Committee	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Dr J Board	Group 1 Academic	1 Aug 2002-31 Jul 2005
Professor D Marsden	Group 1 Professor	1 Aug 2004-31 Jul 2007
Dr R Hancke	Group 2 Academic	1 Aug 2004-31 Jul 2007
Dr J Kent	Group 2 Academic	1 Aug 2002-31 Jul 2005
Dr E Munro	Group 4 Academic	1 Aug 2002-31 Jul 2005
Mr C Scott	Group 5 Academic	1 Aug 2004-31 Jul 2007
Professor R Baldwin	Group 5	1 Aug 2003-31 Jul 2006
Professor C Whitehead	Academic Member	1 Aug 2003-31 Jul 2006
To be advised	Student	1 Nov 2004-31 Jul 2005
Secretary	Ms J Bone	

ACADEMIC SUPPORT STAFF COMMITTEE

Committee Advisory to the Director

Terms of reference

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

Membership

	Status/Structure	Term of office
Howard Davies	Director	ex officio
Professor Paul Johnson	Deputy Director (Chairman)	ex officio
Mr A Hall	The Deputy Director	ex officio
Ms J M Sykes	Librarian and Director of Information Services	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Professor W T Murphy	Vice-Chairman of the Appointments Committee	ex officio
Vacancy	A Convener	
Dr E Mossialos	Director or Deputy Director of a Research Group	1 Aug 2002-31 Jul 2005
Vacancy		
Secretary	Ms A Johns	

AGENDA COMMITTEE OF THE ACADEMIC BOARD

Committee of the Academic Board

Terms of reference

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

Membership

	Status/Structure	Term of office
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Vacancy	Member of the Academic Board	
Dr T Forsyth	Member of the Academic Board	1 Aug 2002-31 Jul 2005
Dr S Madon	Member of the Academic Board	1 Aug 2002-31 Jul 2005
Mr M Hoffman	Member of the Academic Board	1 Aug 2004-31 Jul 2007
Secretary	Dr Ian Stephenson	

ALUMNI RELATIONS COMMITTEE

Committee of the Council

Terms of reference

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

Membership

	Status/Structure	Term of office
Mr W Macfarlane	General Secretary of the Students' Union	ex officio
Mr A Hall	The Deputy Secretary	ex officio
Dr M Blair	Director of Development and Alumni Relations	ex officio
Professor H Moore	Deputy Director	ex officio
Mr B Asher	Lay Council Member	1 Aug 2002-31 Jul 2005
Ms A Page	Lay Council Member	1 Aug 2002-31 Jul 2005

Mr D Kingsley	Lay Governor	1 Aug 2002-31 Jul 2005
Dr J Stockdale	Academic Board nominee	1 Aug 2002-31 Jul 2005
Ms N Hobday	Member from UK Alumni Bodies	1 Aug 2002-31 Jul 2005
Mr J Casey	International Alumni Group representative	1 Aug 2002-31 Jul 2005
Mr J Black	Alumni Group representative from graduate cohort of the last 10 years	1 Aug 2002-31 Jul 2005
Mr L Grossman (Chairman)	Alumni Group representative from graduate cohort of the last 20 years	1 Aug 2002-31 Jul 2005
Secretary	Mr M Horton	

APPOINTMENTS COMMITTEE

Terms of reference

- To serve as the body responsible for ensuring that the academic standards and purposes of the School are monitored and upheld.
- To be the body responsible for policy issues relating to the recruitment of academic staff, including conditions of appointment, strategies for retention, and to receive regular reports of new academic appointments.
- To keep under review the School's Scheme for career development and appraisal of academic staff.
- To be responsible for policy in respect of the Annual Review of the Academic Staff and to consider and approve revisions to policy and procedures recommended to it by the Promotions Committee.
- To receive reports of the decisions made, in the context of the Annual Review of the Staff, by the Promotions Committee in respect of individual members of staff for Interim Review, Major Review and Promotions.
- To confirm annually appointments of Conveners of Departments/Directors of Institutes.
- To approve annually the membership of the Promotions Committee.
- To approve annually renewal of Visiting Professor appointments.
- To consider and make recommendations on policy issues relating to conditions of appointment for research staff.
- To approve proposals for establishment of Visiting Fellowship Schemes referred to it by the Research Committee, to have full access to the accompanying papers of the Research Committee, and to make recommendations on any matters bearing on academic standards and purposes, including the standards and purposes of Departments, Institutes, and Research Centres.
- To be consulted on the development of new academic initiatives through the work of the Group for Academic Innovation [GAIN], to have full access to papers of GAIN, and to make recommendations on any matters bearing on academic standards and purposes.
- To receive the agenda and minutes of meetings of the Academic Planning and Resources Committee, and where appropriate, to make recommendations on any matters bearing on academic standards and purposes including periodic reviews of academic Departments, Institutes and Research Centres.
- To consider and make recommendations on any other policy matters which have a direct bearing on its work that may be referred to it by the Director, the VCAC, and other School committees.

Membership

The Appointments Committee consists of the Director, Deputy Directors, all Professors, non-professorial Conveners of Departments, and the Librarian and Director of Information Services. The Appointments Committee is advisory to the Director, by whom that advice is conveyed to the Governors.

Frequency of Meetings

The Appointments Committee shall meet once per term to conduct its business.

ATHLETICS COMMITTEE

Committee Advisory to the Director

Terms of reference

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

Membership

	Status/Structure	Term of office
Professor J Worrall	Chairman, Athletics Committee	1 Aug 2004-31 Jul 2007
Mrs J Day	Vice-Chairman and Honorary Senior Treasurer	1 Aug 2002-31 Jul 2006
A Deputy Director	Deputy Director	ex officio
Mr W Macfarlane	General Secretary of the Students' Union	ex officio
Mr D Tabatabai	President of Athletics Union	1 Nov 2003-31 Jul 2005
Ms J Martin	Events Officer of Athletics Union	1 Nov 2003-31 Jul 2005
Mr M Trenhaille	Secretary of Athletics Union	1 Nov 2003-31 Jul 2005
Mr M Turner	Communications Officer of Athletics Union	1 Nov 2003-31 Jul 2005
Mr W Jordan	Treasurer of Athletics Union	1 Nov 2003-31 Jul 2005
Ms L Cox	Clubs Liaison Officer of Athletics Union	1 Nov 2003-31 Jul 2005
Vacancy	Member of Teaching Staff	1 Aug 2002-31 Jul 2005
Vacancy	Member of Teaching Staff	
Vacancy	Member of SCR	1 Aug 2002-31 Jul 2005
Mr C Cooper	Member of Economicals Club	1 Aug 2002-31 Jul 2005
Mr S Gologly	Member of Economicals Club	1 Aug 2002-31 Jul 2005
Secretary	Ms S Macauley	

AUDIT COMMITTEE

Committee of the Council

Terms of reference

Status

The Audit Committee is a committee of Council which provides an independent assessment of the School's arrangements for internal control, risk management, financial reporting, governance and value for money.

Authority

The Committee is authorised by the Council to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the Committee.

The Committee is authorised by the Council to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the designated officer and/or Chairman of the Council.

Duties

- The Committee will exercise general oversight of operational audit, of accounting policies, and of financial statements and procedures. The Committee will satisfy itself that financial, risk management and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will comment on aspects of the School's governance arrangements as appropriate. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- Operational audit:
 - The Committee will consider and advise the Council on the basis on which internal audit services will be provided.
 - The Committee will review audit needs assessments and related annual internal audit plans, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor.
 - The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
 - The Committee will seek to promote co-ordination between the internal and external auditors.
 - The Committee will consider and advise the Court on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor.
 - Before each annual audit commences, the Committee will discuss with the external auditors the nature and scope of the forthcoming audit.
 - Before the conclusion of each annual audit the Committee will review with the external auditors the annual financial statements and express a view on them to the Court. In carrying out this review, the Committee will have regard to the external auditors' formal opinion, annual management letter and any related reports.
 - At least once in each year, the Committee will meet the external and internal auditors without any officers being present.
- Accounting and financial policies and procedures:
 - The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
 - The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
 - The Committee will ensure that any significant losses are properly investigated and reported in accordance with the policy on fraud and irregularity and that in appropriate cases the HEFCE Accounting Officer is informed.
 - The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.
- Risk:
 - The Committee will monitor the School's risk procedures to ensure they are functioning effectively. The Committee may, when they consider it necessary, make recommendations regarding the effectiveness of risk procedures.
 - Close liaison will be maintained with the Risk Management Group of the Finance and General Purposes Committee to which the Audit Committee will initially report any matters which have risk policy implications. The Council will be informed of any major policy issues which require its attention.
- Governance
 - The annual plans for internal audit will include the review of some aspect of the School's governance arrangements so that over a cycle all important features will have been covered.
 - These regular reports on governance enable the Committee to form a view on overall arrangements and to bring this into play in the review of the governance statement in the annual financial statements.
- The Audit Committee normally meets up to 3 times a year.
- A quorum of the committee is 3 members.
- The Committee reports to and advises the Council annually.

Membership

	Status/Structure	Term of office
Ms Presley Baxendale	Lay Governor Chairman	1 Aug 2003-31 Jul 2006
Mr Stuart Roden	External Member	1 Aug 2004-31 Jul 2007
Mr Wol Kolade	Lay Council Member	1 Aug 2003-31 Jul 2006
Mr R Worcester	Lay Council Member	1 Aug 2003-31 Jul 2006
Mr Ian Hay Davison	Lay Governor	1 Aug 2003-31 Jul 2006
Professor Dominic Leiven	Academic Governor	1 Aug 2003-31 Jul 2006
Secretary	Mr Kevin Haynes	

COUNCIL

Terms of reference

Subject to the provisions of the Companies Act 1985, the Memorandum and the Articles of Association and to any other directions given by special resolution, the business of the School shall be managed by the Council which may exercise all the powers of the School save for the following powers which, (in addition to and without limiting any rights and powers conferred upon Governors by the Act or by any other provisions of these Articles,) shall be exercised by the Court of Governors:

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

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

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

***Based on the New Articles of Association of the London School of Economics and Political Science adopted by Special Resolution passed on 9 December 1999**

The Memorandum and Articles of Association are available from Kate Bennett, 020 7955 7854, email k.s.bennett@lse.ac.uk

Membership

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Court of Governors (Chairman)	ex officio
Mr B Asher	Vice-Chairman of the Court	ex officio
Sir Anthony Battisill	Vice-Chairman of the Court	ex officio
Howard Davies	Director	ex officio

Professor H L Moore	Deputy Director	ex officio
Professor Paul Johnson	Deputy Director	ex officio
Dr R Richardson	Deputy Director	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Professor W T Murphy	Vice-Chairman of the Appointments Committee	ex officio
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	ex officio
Mr W MacFarlane	General Secretary of the Students' Union	ex officio
Dr R Altmann	Lay Governor	1 Aug 2003-31 Jul 2006
Ms P Baxendale	Lay Governor	1 Aug 2002-31 Jul 2005
Mr L Dighton	Lay Governor	1 Aug 2002-31 Jul 2005
Mr C Glasser	Lay Governor	1 Aug 2002-31 Jul 2005
Mr R Goeltz	Lay Governor	1 Aug 2002-31 Jul 2005
Mr L Grossman	Lay Governor	1 Aug 2003-31 Jul 2006
Mr W Kolade	Lay Governor	11 Mar 2004-31 Jul 2007
Ms A Lapping	Lay Governor	11 Mar 2004-31 Jul 2007
Ms A Page	Lay Governor	1 Aug 2001-31 Jul 2004
Mr R Worcester	Lay Governor	1 Aug 2000-31 Jul 2005
Professor N A Barr	Academic Governor	1 Aug 2002-31 Jul 2005
Professor C Brown	Academic Governor	1 Aug 2003-31 Jul 2006
Dr D Lane	Academic Governor	1 Aug 2003-31 Jul 2006
Professor D Lieven	Academic Governor	1 Aug 2003-31 Jul 2006
Professor P Miller	Academic Governor	1 Aug 2002-31 Jul 2005
Professor S Worthington	Academic Governor	1 Aug 2003-31 Jul 2006
To be advised	Student Governor	1 Nov 2004-31 Jul 2005
Secretary		Mr A N P Hall

ESTATES MANAGEMENT COMMITTEE*Subcommittee of the Estates Strategy Committee***Membership**

	Status/Structure	Term of office
Mr R Davies	Co-Chairman of the Estates Management Committee (lay governor)	ex officio
Professor Paul Johnson	Co-Chairman of the Estates Management Committee (academic)	ex officio
Vacancy	Lay Council Member of the Estates Strategy Committee	
Mr N Hobhouse	Lay Governor	1 Aug 2004-31 Jul 2007
Dr J Beall	A Convener	1 Aug 2004-31 Jul 2007
Dr A Walter	Academic Member	1 Aug 2003-31 Jul 2006
Professor M Faldor	Member of the Research Committee	1 Aug 2003-31 Jul 2006
Dr S B Powell	Member of the Graduate Studies Subcommittee	1 Aug 2003-31 Jul 2006
Vacancy	Member of the Undergraduate Studies Subcommittee	
Mr C Cobb	Representative of Central Administration	1 Aug 2003-31 Jul 2006
Mr W MacFarlane	General Secretary of the Students' Union	1 Aug 2004-31 Jul 2005
Secretary	Ms A Barlow	

ESTATES STRATEGY COMMITTEE*Committee of the Council***Terms of reference**

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

Membership

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Estates Strategy Committee (lay member of Council)	ex officio
Professor Paul Johnson	Co-Chairman of the Estates Management Committee (academic)	ex officio
Mr R Davies	Co-Chairman of the Estates Management Committee (lay governor)	ex officio
Mr B Asher	Lay member of the Council	1 Aug 2003-31 Jul 2006
Mr A Mitchell	Lay Governor	1 Aug 2003-31 Jul 2006
Sir S Lipton	Lay Governor	1 Aug 2003-31 Jul 2006
Mr A Rosenfield	External Lay member	1 Aug 2004-31 Jul 2007
Professor N Crafts	Academic Member	1 Aug 2003-31 Jul 2006
Professor D Stevenson	Academic Member	1 Aug 2003-31 Jul 2006
Mr W MacFarlane	General Secretary of the Students' Union	1 Aug 2004-31 Jul 2005
Secretary	Ms A Barlow	

EXTERNAL STUDIES SUBCOMMITTEE*Subcommittee of the Teaching Learning and Assessment Committee***Terms of reference**

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

Membership

	Status/Structure	Term of office
Professor R Jackman	Chairman, External Studies Subcommittee	ex officio
Mrs R Gosling	Programme Director for External Study	ex officio
Mr S Dunn	Group 1 Member	1 Aug 2003-31 Jul 2006
Dr R Falkner	Group 2 Member	1 Aug 2003-31 Jul 2006
Dr C Phillips	Group 3 Member	1 Aug 2004-31 Jul 2005
Dr N Couldry	Group 4 Member	1 Aug 2004-31 Jul 2007
Dr P Howlett	Group 5 Member	1 Aug 2002-31 Jul 2005
Dr J Penner	Group 5 Member	1 Aug 2002-31 Jul 2005
Mr R Nobles	Member of Undergraduate Studies Subcommittee	
Dr J Kent	Member of Graduate Studies Subcommittee	
Mr D Chalmers	Degree Co-ordinator	
Professor C Avgerou	Degree Co-ordinator	
Secretary	Mr S Underwood	

FINANCE AND GENERAL PURPOSES COMMITTEE*Committee of the Council***Terms of reference**

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

Membership

	Status/Structure	Term of office
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	ex officio
Lord Grabiner of Aldwych	Chairman of the Court of Governors	ex officio
Mr B Sanderson	Vice-Chairman of the Court	ex officio
Howard Davies	Director	ex officio
Professor P Johnson	Deputy Director	ex officio
Professor H Moore	Deputy Director	ex officio
Dr R Richardson	Deputy Director	ex officio
Mr W MacFarlane	General Secretary of the Students' Union	ex officio
Mr R A Goeltz	Vice-Chairman of the Finance and General Purposes Committee	ex officio
Professor J Le Grand	Academic Governor	1 Aug 2003-31 Jul 2006
Professor N A Barr	Academic Governor	1 Aug 2002-31 Jul 2005
Vacancy	Academic Member	1 Aug 2004-31 Jul 2007
Professor D Quah	Academic Member	1 Aug 2002-31 Jul 2005
Vacancy	Lay Governor	1 Aug 2003-31 Jul 2006
Mr M Peacock	Lay Governor	1 Aug 2002-31 Jul 2005
Mr B Smith	External Member	1 Aug 2002-31 Jul 2005
Secretary	Mr A Farrell	

GRADUATE STUDIES SUBCOMMITTEE*Subcommittee of the Teaching, Learning and Assessment Committee***Terms of reference**

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

Membership

	Status/Structure	Term of office
Professor Y Rydin	Chairman, Graduate Studies Sub-Committee	ex officio
Professor R Anderson	Group 1 Member	1 Aug 2003-31 Jul 2006
Dr S Powell	Group 1 Member	1 Aug 2002-31 Jul 2005
Professor B Buzan	Group 2 Member	1 Aug 2003-31 Jul 2006
Dr W T Schelke	Group 2 Member	1 Aug 2003-31 Jul 2006
Professor J Worrall	Group 3 Member	1 Aug 2003-31 Jul 2006
Vacancy	Group 3 Member	1 Aug 2004-31 Jul 2007
Dr M Bauer	Group 4 Member	1 Aug 2002-31 Jul 2005
Professor P Rock	Group 4 Member	1 Aug 2003-31 Jul 2006
Dr P Ludlow	Group 5 Member	1 Aug 2004-31 Jul 2007
Dr G Monti	Group 5 Member	1 Aug 2002-31 Jul 2005
To be advised	Student Member of Taught Graduate Students' Consultative Forum	1 Aug 2004-31 Jul 2005
To be advised	Student Member of Research Students' Consultative Forum	1 Aug 2004-31 Jul 2005
Secretary	Ms Elaine Hemmings	

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

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

Membership

	Status/Structure	Term of office
Mr C Glasser	Chairman, Health & Safety Committee	ex officio
Ms R Stephen	Lay Governor	1 Aug 2002-31 Jul 2005
Ms M Patterson	Lay Governor	1 Aug 2002-31 Jul 2005
Mr J Goudie QC	Lay Governor	1 Aug 2004-31 Jul 2007
Dr C Husbands	Academic Member	1 Aug 2004-31 Jul 2007
Ms A Dixon	Academic Member	1 Aug 2004-31 Jul 2007
Professor B Hutter	Academic Member	1 Aug 2002-31 Jul 2005
Dr J Coyle-Shapiro	Academic Member	1 Aug 2002-31 Jul 2005
Ms L Fishman	UNISON representative	1 Aug 2002-31 Jul 2005
Mr T Harbard	T&GWU representative	1 Aug 2002-31 Jul 2005
Ms C Hewlett	AUT representative	1 Aug 2002-31 Jul 2005
To be advised	Students' Union representative	1 Nov 2004-31 Jul 2005
To be advised	Students' Union representative	1 Nov 2004-31 Jul 2005
Secretary	Ms A O'Brien	

HUMAN RESOURCES STRATEGY COMMITTEE*Committee of the Council***Terms of reference**

- To guide on policy decisions relating to the achievement of the strategic Human Resource objectives approved by Council in the Strategic Plan, including:
 - recruitment
 - retention - pay and conditions of service
 - diversity
 - staff development and training
 - compliance with legislative requirements and good practice
- To recommend to Council any change to the strategic Human Resource objectives in the Strategic Plan approved by Council.
- To monitor the achievement of strategic objectives concerned with Human Resources approved by Council in the Strategic Plan, alerting Council to:
 - major barriers to the attainment of objectives;
 - issues which have the potential seriously to impact on the reputation of the School, or on services provided by it.
- To refer to Council (or in emergency the Chairman's Group) any matters requiring Council's assent for legal reasons, or to meet other external requirements.
- To report to Council as necessary and at least once a year.
- To refer to the Finance and General Purposes Committee for examination any financial aspects of issues with which the Committee deals.
- To liaise with the Remuneration Committee to ensure consistency of approach between the policies taken.

Note: The School has agreed with HEFCE that the Remuneration Committee will report directly to Council on policy issues relating to the pay and terms and conditions of Professorial and Professorial-equivalent staff.
- To report to the Academic Board at least once a year on issues relating to staffing policy developments affecting the Academic and Senior Research staff.
- To seek advice from the Appointments Committee as necessary on the implications for academic standards of proposed changes to policy.

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

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

Membership

	Status/Structure	Term of office
Sir Anthony Battishill	Chairman, Personnel Strategy Committee	ex officio
Mr B Sanderson	Vice-Chairman of the Court	ex officio
Howard Davies	Director	ex officio
Professor Paul Johnson	Deputy Director	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Professor W T Murphy	Vice-Chairman of the Appointments Committee	ex officio
Baroness Thornton	Lay Governor	1 Apr 2002-1 Mar 2005
of Manningham		
Dr W Plowden	Lay member of the Council	1 Apr 2002-31 Jul 2005
Mrs C Patterson	Lay member of the Council	1 Apr 2002-31 Jul 2005
Professor C Brown	Academic Governor	1 Aug 2003-31 July 2006
Dr J Hartley	Academic Governor	1 Aug 2003-31 July 2006
Secretary	Ms Alison Johns	

INVESTMENTS SUBCOMMITTEE*Subcommittee of the Finance and General Purpose Committee***Terms of reference**

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

Membership

	Status/Structure	Term of office
Dr Ros Altmann	Chair	ex officio
Lord Grabiner of Aldwych	Chairman of the Court of Governors	ex officio
Mr B Asher	Vice-Chairman of the Court	ex officio
Howard Davies	Director	ex officio
Sir Michael Lickiss	Chairman, Finance and General Purposes Committee	ex officio
Professor T Besley	Chairman, STICERD Steering Committee	ex officio
Professor H L Moore	Deputy Director	ex officio
Dr S Barclay	Lay Member	1 Aug 2003-31 Jul 2006
Dr A Persaud	Lay Member	1 Aug 2003-31 Jul 2006
Vacancy	Lay Member	1 Aug 2004-31 Jul 2007
Professor C Greenwood	Academic Member	1 Aug 2003-31 Jul 2006
Professor Hyun Shin	Academic Member	1 Aug 2004-31 Jul 2007
Vacancy	Academic Member	1 Aug 2004-31 Jul 2007
Mr Gareth Carter	Student Member	1 Nov 2004-31 Jul 2005
Secretary	Mr A Farrell	

LANGUAGE CENTRE ADVISORY COMMITTEE**Terms of reference**

- To advise the Director of the Language Centre on the particular needs of the School for the services of the Centre.
- To advise the Academic Planning and Resources Committee on matters connected with the Centre.

Membership

A member of the APRC
 Director of the Language Centre
 Chairman Graduate Studies Subcommittee
 Chairman Undergraduate Studies Subcommittee
 Dean of Graduate Studies
 Dean of Undergraduate Studies
 Director of the European Institute
 IT User Services Manager
 Academic Registrar
 Student Recruitment Manager
 Student Union, Education and Welfare Officer

LIBRARY AND INFORMATION SERVICES COMMITTEE*Committee of the Council and the Academic Board***Terms of reference**

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

Membership

	Status/Structure	Term of office
Dr R Richardson	Co-Chairman (Deputy Director)	ex officio
Vacancy	Co-Chairman (Lay Governor)	
Mr W Hutton	Lay Governor	18 Feb 2002-1 Mar 2005
Ms J M Sykes	Librarian and Director of Information Services	ex officio
Mr A Hall	The Secretary and Director of Administration	ex officio
Ms S Errington	Students' Union Education and Welfare Officer	ex officio
Dr J Leape	Chairman of the Library User Group	ex officio
Dr I Roxan	Representative of Information Service Users	ex officio
<i>Representatives from each of the five groupings of academic departments</i>		
Dr J Board	Group 1 (Accounting & Finance)	18 Feb 2002-31 Jul 2005
Dr K Flikschuh	Group 2 (Government)	1 Aug 2004-31 Jul 2007
Dr M Knott	Group 3 (Statistics)	1 Aug 2003-31 Jul 2006
Dr E Coast	Group 4 (Social Policy)	1 Aug 2003-31 Jul 2006
Dr T Leunig	Group 5 (Economic History)	1 Aug 2004-31 Jul 2007
Secretary	Mr Mark Thomson	

NOMINATIONS COMMITTEE*Committee of the Court***Terms of reference**

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

Membership

	Status/Structure	Term of office
Lord Grabiner of Aldwych	Chairman of the Court of Governors (Chairman)	ex officio
Howard Davies	Director	ex officio
Mr W Macfarlane	General Secretary of the Students' Union	ex officio
Mr Keith Mackrell	Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Mr Stephen Barclay	Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Mr David Goldstone	Non-Council Lay Governor	1 Aug 2003-31 Jul 2006
Ms Ros Altmann	Lay Governor Member of the Council	1 Aug 2003-31 Jul 2006
Professor Henrietta Moore	Academic Member of Council	1 Aug 2002-31 Jul 2005
Professor Janet Hartley	Academic Member of Council	1 Aug 2004-31 Jul 2007
Vacancy	Academic Member (not on the Court)	1 Aug-1999-31 Jul 2004
Professor Margot Light	Academic Member (not on the Court)	1 Aug 2003-31 Jul 2006
Professor P Johnson	Academic Governor	1 Aug 2002-31 Jul 2005
Secretary	Ms E Lowenthal	

PROMOTIONS COMMITTEE**Terms of reference**

The Appointments Committee appoints a Promotions Committee charged with the responsibility of considering all questions that may be referred to it by the Committee or by the Director and, in particular, of considering such questions from the point of view of the School as a whole. Members of the Committee are not expected to represent the interests of departments in which they serve or of related departments. The establishment of the Promotions Committee is not intended to reduce the active participation in the work of the Appointments Committee of all its members. The Promotions Committee, has therefore authority to act only in the matter of individual candidates for promotion and review. It also has responsibility for policy issues relating to the recruitment of academic staff. In addition, it should be consulted on other policy issues which have a direct bearing on its work. In all other matters it is empowered only to make recommendations for the consideration of the Appointments Committee. The Appointments Committee traditionally received all papers that had been circulated to the Promotions Committee (except confidential drafts, references and working papers). Following a one year trial period the Appointments Committee resolved that members of the Committee should receive only the Minutes of the previous Promotions Committee meeting, which may include annexes of details of revisions to procedures which are the subject of recommendations.

Members of the Appointments Committee wishing to continue to receive the full set of Promotions Committee papers may do so by notifying the VCAC. When considering questions which relate to a particular department of the School, the Promotions Committee will invite the Convener of that department to attend or to nominate some other member of the staff of the department to attend in order to assist its deliberations. The Appointments Committee appoints as members of the Promotions Committee: the Director, a Deputy Director, the Vice-Chair of the Appointments Committee and ten other permanent members of the Appointments Committee, drawn from the Academic Board Constituency Groupings:

- Group I: Accounting and Finance, Industrial Relations, Information Systems, Operational Research, Interdisciplinary Institute of Management.
 Group II: Government, International Relations, Development Studies Institute, European Institute.
 Group III: Economics, Mathematics, Philosophy, Statistics, Language Centre.
 Group IV: Anthropology, Social Policy, Social Psychology, Sociology, Gender Institute, Methodology Institute.
 Group V: Economic History, Geography, International History, Law.

Membership

	Status/Structure	Term of office
Howard Davies	Director	ex officio
Professor P Johnson	Deputy Director	ex officio
Professor W T Murphy	Vice-Chair of the Appointments Committee	ex officio
Professor C Avgerou	Group 1 Member of Appointments Committee	1 Aug 2004-31 Jul 2006
Professor G Connor	Group 1 Member of Appointments Committee	1 Aug 2004-31 Jul 2005
Professor C Coker	Group 2 Member of Appointments Committee	1 Aug 2004-31 Jul 2006
Professor K Dowding	Group 2 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor D Quah	Group 3 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor R Norberg	Group 3 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor C Fuller	Group 4 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor T Newburn	Group 4 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor I Gordon	Group 5 Member of Appointments Committee	1 Aug 2003-31 Jul 2005
Professor S Worthington	Group 5 Member of Appointments Committee	1 Aug 2004-31 Jul 2006
Secretary	Mrs Sally Welch	

RESEARCH COMMITTEE*Committee of the Academic Board***Terms of reference**

- The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in social studies.
- In particular, the Committee shall keep under review the research activities of the School and:
 - seek to initiate and to secure means for the development of research;
 - develop the research strategy of the School, within the framework approved by Council and set out in the Strategic Plan;
 - have the right to receive for assessment all new proposals for research or for extensions of existing research projects, which involve commitments on School funds and resources, other than the personal research of the staff or research financed from the Staff Research Fund;
 - make recommendations to the Director concerning proposed applications by the School or by members of the staff to outside bodies for research funds for which, if granted, the School would be accountable;
 - make recommendations to the Academic Planning and Resources Committee concerning the amount of the allocation to be voted annually to the Staff Research Fund;
 - have the right to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable;
 - be responsible for oversight of policy relating to and distributions from the Staff Research Fund
 - undertake regular reviews of all Research Centres on behalf of the School.
- The Committee, or a sub-group of at least three members constituted for the purpose, shall be responsible for ensuring that research undertaken by members of the School is conducted in an ethically sound manner, in accordance with the School's policy on research ethics and research misconduct.

Membership

	Status/Structure	Term of office
Professor H L Moore	Chair of Research Committee	ex officio
Professor Paul Johnson	Deputy Director	ex officio
Ms J M Sykes	Librarian and Director of Information Services	ex officio
Dr J Kallinikos	Group 1 Member	1 Aug 2003-31 Jul 2006
Professor S Balfour	Group 2 Member	1 Aug 2002-31 Jul 2005
Professor N Cartwright	Group 3 Member	1 Aug 2004-31 Jul 2006
Dr D Slater	Group 4 Member	1 Aug 2002-31 Jul 2005
Professor N Lacey	Group 5 Member	1 Aug 2000-31 Jul 2005
Professor M Kaldor	Group 6 Member	1 Aug 2002-31 Jul 2005
Secretary	Ms J Hemmings	

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

- To advise the Finance & General Purposes Committee and APRC on the longer term strategy and financial oversight of student residences.
- To consider the need for new student residences, their location and the financing of their acquisition and the disposal of current residences, and to make recommendations to the Finance & General Purposes Committee and Academic Planning and Resources Committee thereon.
- To consider and approve annual budgets and accounts for the student residences and to make recommendations for the Ten Year Plan to the Finance & General Purposes Committee.
- To determine annually the levels of rent to be charged to Hall residents, having consulted the Residences Users Group.
- To determine annually the criteria for the allocation of places in student residences having consulted the Student Affairs Committee and having considered the requirements of the School's student recruitment policy.
- To determine the structure of provision of pastoral care for students in the School's residences.
- To determine the terms and conditions of wardens and subwardens.

Membership

Membership	Status/Structure	Term of office
Mr B Asher	A Lay Governor Member of the Finance and General Purposes Committee (Co-Chair)	ex officio
Professor Paul Johnson	Deputy Director (Co-Chair)	ex officio
Mr M Hoffman	Dean (the 2 Deans to alternate on an annual basis)	ex officio
Dr J Carrier	Dean (the 2 Deans to alternate on an annual basis)	ex officio
Dr J Kent	Chairman of the Residences User Group	ex officio
Dr V Hajivassiliou	Academic (not member of Residences User Group)	1 Aug 2002-31 Jul 2005
Dr T Kirchmaier	Academic (not member of Residences User Group)	1 Aug 2004-31 Jul 2007
Dr T Forsyth	Representative of Wardens/Academic Residents	1 Aug 2003-31 Jul 2005
Dr N Dodd	Member of APRC	1 Aug 2002-31 Jul 2005
To be advised	Sabbatical Officer of Students' Union	1 Nov 2004-31 Jul 2005
To be advised	Student representative of Residences User Group	1 Nov 2004-31 Jul 2005
Secretary	Mr D Tymms	

SHORT COURSES SUBCOMMITTEE*Subcommittee of the Teaching Learning and Assessment Committee***Terms of reference**

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

Membership

Membership	Status/Structure	Term of office
Dr R Richardson	Deputy Director (Chairman)	ex officio
Professor J Board	Convener of Summer Schools	ex officio
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	ex officio
Mr S Flemington	ELSE	1 Aug 2002-31 Jul 2005
Dr E Bertero	Group 1	1 Aug 2003-31 Jul 2006
Dr T Allen	Group 2	1 Aug 2003-31 Jul 2006
Dr A Sarychev	Group 3	1 Aug 2002-31 Jul 2005
Dr S Mangan	Group 4	1 Aug 2002-31 Jul 2005
Vacancy	Group 5	
Secretary	Mr S Underwood	

STUDENT AFFAIRS COMMITTEE*Committee of the Academic Board***Terms of reference**

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

Financial Support

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

Student Services

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

Admissions and Access

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

Student Progress

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

Grievances, Discipline and Appeals

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

Relationship with the Student Union

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

Equal Opportunities

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

Student Opinion

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

Membership

Membership	Status/Structure	Term of office
Dr R Richardson	Deputy Director (Chairman)	ex officio
Mr M Hoffman	Dean of Undergraduate Studies	ex officio
Dr J Carrier	Dean of Graduate School	ex officio
Dr S Smithson	Group 1	10 May 2004-31 Jul 2007
Vacancy	Group 1	10 May 2002-31 Jul 2005
Dr F Panizza	Group 2	10 May 2004-31 Jul 2007
Dr C Scott	Group 3	1 Aug 2003-31 Jul 2006
Dr A Gjonca	Group 4	1 Aug 2002-31 Jul 2005
Dr D Roche	Group 5	10 May 2002-31 Jul 2005
Dr A Prazmowska	Group 5	22 Apr 2002-31 Jul 2005
Vacancy	Sabbatical Officer of the Students' Union	1 Aug 2004-31 Jul 2005
Vacancy	Student Member (Undergraduate)	1 Aug 2004-31 Jul 2005
Vacancy	Student Member (Taught graduate)	1 Aug 2004-31 Jul 2005
Vacancy	Student Member (Research)	1 Aug 2004-31 Jul 2005
Secretary	Mr M Maloney	

SUMMER SCHOOLS BOARD*Committee of the Academic Board***Terms of reference**

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

Mode of Operation

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

Membership

Membership	Status/Structure	Term of office
Professor R Richardson	Deputy Director (Chairman)	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
Dr J Board	Convener of Summer Schools	ex officio
Professor R Jackman	Previous Convener of Summer Schools	ex officio
Mr C Cobb	Director of Business Systems and Services	ex officio
Professor C Pissarides	Academic Director of Summer School	ex officio
Secretary	Ms E Aitken	

TEACHING LEARNING AND ASSESSMENT COMMITTEE*Committee of the Academic Board***Terms of reference***Teaching*

- To develop policies and strategies for all aspects of teaching, learning, and assessment in the School.

Curriculum

- To develop and monitor the size and balance of the portfolio of taught programmes conducted at undergraduate and graduate levels, within the resources permitted by the School.
- To give approval for the establishment and deletion of degrees, diplomas, and other teaching programmes, including arrangements for collaboration with other institutions.

Research Training

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

Quality Assurance

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

Membership

Membership	Status/Structure	Term of office
Dr R Richardson	Deputy Director (Chairman)	ex officio
Mr M Hoffman	Dean of Undergraduate Studies	ex officio
Dr J Carrier	Dean of Graduate School	ex officio
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	ex officio
Professor Y Rydin	Chairman, Graduate Studies Subcommittee	ex officio
Professor R Jackman	Chairman, External Studies Subcommittee	ex officio
Dr J Liebenau	Group 1	1 Jun 2003-31 Jul 2006
Dr S Powell	Group 1	1 Aug 2003-31 Jul 2006
Dr J Haacke	Group 2	1 Aug 2004-31 Jul 2007
Dr K Smith	Group 2	1 Aug 2003-31 Jul 2006

Dr J Van den Heuvel	Group 3	1 Aug 2003-31 Jul 2006
Dr M Schafgans	Group 3	1 Aug 2002-31 Jul 2005
Dr M Scott	Group 4	1 Aug 2004-31 Jul 2007
Vacancy	Group 4	
Mr D Bradley	Group 5	10 May 2002-31 Jul 2005
Dr H Overman	Group 5	1 Aug 2004-31 Jul 2007
To be advised	Sabbatical Officer of the Students' Union	1 Aug 2004-31 Jul 2005
To be advised	Research Student	1 Aug 2004-31 Jul 2005
Secretary	Mr Simeon Underwood	

UNDERGRADUATE STUDIES SUBCOMMITTEE*Subcommittee of the Teaching, Learning and Assessment Committee***Terms of reference**

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

Membership

	Status/Structure	Term of office
Dr A Wells	Chairman, Undergraduate Studies Subcommittee	ex officio
1 Member of the academic staff from each department offering undergraduate courses and/or degrees including the Language Centre	1 Student Member of Undergraduate Students Consultative Forum	
	1 Student Member	
Secretary	Ms Louisa Green	

CONSULTATIVE FORUM FOR PROGRAMME DIRECTORS FOR TAUGHT GRADUATE STUDENTS**Terms of reference**

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

Membership

Status/Structure	Term of office
All Programme Directors for Diplomas and Taught Masters' Degrees	
Dean of Graduate Studies	
Chair: Chair of the Graduate Studies Subcommittee	(ex officio)

CONSULTATIVE FORUM FOR DOCTORAL PROGRAMME DIRECTORS**Terms of reference**

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

Membership

Status/Structure	Term of office
Doctoral Programme Director of each department/institute	
Dean of Graduate Studies	
Chair: Chair of Graduate Studies Subcommittee	(ex officio)

CONSULTATIVE FORUM FOR EXTERNAL DEGREE COORDINATORS**Terms of reference**

To consider any issues of shared interest to External Degree Coordinators.

Membership

Status/Structure	Term of office
Each LSE Co-ordinator of External Study	
Chair: Director of External Study	(ex officio)
Representatives of the University of London	

DISABILITY CONSULTATIVE FORUM**Terms of reference**

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

Membership

Status/Structure
Dean of Undergraduate Studies (co-chair)
Dean of Graduate Studies (co-chair)
Advisor to Students with Disabilities and Dyslexia Support Tutor
A Representative of the Graduate School/Undergraduate Office
IT Services Representative
Library Representative
SU Welfare Officer
SU Disabilities Officer

Portering & Security Representative
 Estates Office Representative
 LSE Health Service Representative
 Any student or member of staff with a disability

CONSULTATIVE FORUM FOR THE LSE HEALTH SERVICE**Terms of reference**

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

Membership

Status/Structure	Term of office
The Adviser to Students with Disabilities and Dyslexia Support Tutor	
The Adviser to Women Students	
The SU Education & Welfare Officer	
SU Equal Opportunities Officers (male and female)	
3 Academic Members	
The Group will be chaired by a member of SAC appointed by SAC.	
Secretary	Stephanie Macauley

CONSULTATIVE FORUM FOR UNDERGRADUATE ADMISSIONS**Terms of reference**

To consider issues of shared interest to Undergraduate Admissions Tutors.

Membership

Status/Structure	Term of office
All Undergraduate Admissions Tutors and departmental administrative staff involved in undergraduate admissions	
Chair: The Deputy Director chairing SAC	(ex officio)

CONSULTATIVE FORUM FOR ADMISSIONS TUTORS FOR TAUGHT GRADUATE STUDENTS**Terms of reference**

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

Membership

Status/Structure	Term of office
All Admissions Tutors for Diplomas and Taught Masters' Degrees and departmental administrative staff involved in admission of taught graduate students	
Chair: The Deputy Director chairing SAC	(ex officio)

CONSULTATIVE FORUM FOR DEPARTMENTAL TUTORS**Terms of reference**

To consider issues of shared interest to Departmental Tutors.

Membership

Status/Structure	Term of office
All Departmental Tutors	
Chair: Dean of Undergraduate Studies	(ex officio)

STUDENT CONSULTATIVE FORUMS**Terms of reference**

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

Membership

- Undergraduate Students Forum
- Taught Graduate Students Forum
- Research Students Forum

Status/Structure

The Dean of Undergraduate/Graduate Studies (in the chair)
 One student elected by the students of each department or institute with [Undergraduate] [Masters] [Research] students.
 One sabbatical officer of the Students' Union.

Term of office
 (ex officio)

LSE NURSERY USERS GROUP**Terms of reference**

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

Membership

Status/Structure

The Manager of the LSE Nursery
 2 parent representatives (one from the Under 2s room and one from the Over 2s)
 The Group will be chaired by a Member of SAC appointed by SAC

RESIDENCES USER GROUP

Terms of reference

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

Membership

Status/Structure

Chair, to be elected by the Group from among the Wardens and Academic Residents
 The Warden/Academic Resident of each School Student Residence
 The Deans
 1 student nominated by the Students' Union
 1 student elected from among the residents of each of School Student Residence, at present: Carr Saunders Hall, Passfield Hall, Rosebery Avenue Hall, Butlers Wharf, Silver Walk, Anson and Carleton Road Flats, Bankside, High Holborn and Great Dover Street.

IT CLUSTER SUPPORT USER GROUPS

Terms of reference

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

Membership

Status/Structure

Membership of each Cluster Support User Group comprises a representative from each unit in the cluster and members of the Cluster Support Team
 User Services Manager (Chair)

BUSINESS SYSTEMS AND SERVICES ADVISORY GROUP

Terms of reference

- To provide the BSS Division with a central forum for consultation on their day to day operations, and the viability and practical effect of proposed changes to systems and services.
- To disseminate and collect information on behalf of the BSS Division, through office, departmental and other special interest networks.
- To schedule and agree the content of annual user survey.
- To receive and assimilate results of the annual user survey.
- To report back to LISC (via chair) salient and strategic issues arising.

Membership

Name	Status/Structure	Term of office
Paul Johnson (Chair)	Library and Information Services Committee (LISC)	
Debbie Ranger	Accounting & Finance Departmental Manager	
Nicole Boyce	Government Departmental Manager	
Jenny Law	Economics Departmental manager	
Sharon Barnes	Institute of Management Departmental manager	
Nick Byrne	Language Centre representative	
Marysia Henty	Library representative	
Fraser Muir	ITS representative	
Kate Graham	ODAR representative	
Clare Warne	Admin (Residences) representative	
Dan White	Admin (ARD) representative	
Simon Beattie	Admin (Graduate Admissions) representative	
Lisa Hague	Admin (Human Resources) representative	
Keith Adams	Admin (Finance Division) representative	
Elliott Simmons	General Secretary of the Students' Union	ex officio
Secretary	Stuart Mitchell	

Representation of IT User Groups on Library & Information Services Committee

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

LIBRARY USER COMMITTEE (USER GROUP)

Terms of reference

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

Membership

Status/Structure

Librarian & Director of Information Services
 Student Union Education & Welfare Officer
 Student Union Postgraduate Students Officer
 Student Union International Students Officer

Student Union Mature and Part-Time Students Officer

General Secretary of the Students' Union

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

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

LIST OF LSE HONORARY OFFICERS

(The following table contains a list of names and titles, which is largely illegible due to the image quality and orientation. It appears to be a list of honorary officers for the LSE.)

LIST OF LSE HONORARY FELLOWS

- Her Majesty Queen Margrethe II of Denmark HonLLD HonPhD
- Dr John Ashworth MA PhD DSc FIBiol
- Professor Kader Asmal LLM MA
- Mrs Pat Barker BSc(Econ)
- W J Baumol BS PhD HonLLD HonDoc HonDHumLett
- W T Baxter BCom PhD HonDLitt DScEcon CA
- Sir Terence Beckett KBE DL BSc(Econ) FEng FIMechE CBIM HonDSc HonDSc(Econ) HonDTech HonDU
- Daniel Bell BSS PhD
- Sir Kenneth Berrill GBE KCB BSc(Econ) MA HonLLD DUniv HonDTech HonDSc
- Rt Hon Baroness Blackstone BScSoc PhD HonDLitt HonDUniv HonLLD
- Anne Bohm OBE PhD
- Cherie Booth QC LLB
- Sir John Bourn KCB BSc(Econ) PhD
- Dr Gro Harlem Brundtland MD MPH HonDCL
- Sir Gordon Brunton
- Sir John Burgh KCMG CB BSc(Econ) MA HonLLD FRMC HonMRNCM
- Rt Hon Kim Campbell QC BA LLB LLD
- Sir Bryan Carsberg MScEcon MA FCA HonScD HonDLitt HonDU HonLLD
- The Hon. Dame Mary Eugenia Charles BA LLM
- R H Coase BCom DScEcon Corresp FBA
- Rt Hon Lord Cockfield PC BSc(Econ) LLB HonLLD DUniv Grand Croix De L'Ordre de Léopold II
- Professor William Cornish QC FBA LLD
- Hon J J Cremona KM BA PhD DLitt LLD FRHistS
- Rt Hon Lord Croham GCB BSc(Econ) HonDSc
- President Kim Dae-jung MA PhD
- Rt Hon Lord Dahrendorf KBE FBA DrPhil PhD DLitt LLD DSc DUniv DrScPol DHL HonDr DSSc HonMRIA Hon FRCS FRSA
- E L Dalemont D'EnD Croix de Guerre Off. Lég. d'Honn. Com.Ordre nat. du Merité
- Professor Sir Partha Dasgupta PhD FBA
- A C L Day BA
- A L Diamond LLM HonMRCP
- D V Donnison BA HonDLitt
- Rt Hon Lord Donoughue MA DPhil FRHistS
- R P Dore CBE BA FBA HonMem Japan Academy HonMem AAAS
- R Dumas L'EnD Croix de Guerre Chev. Lég. d'Honn Croix du Combattant Volontaire Grand Cruz de la Orden de Isabella la Católica HonLLD
- Professor James Durbin MA DHon Causa FBA
- A F Earle BSc(Econ) PhD
- Joan Eckstein BSc(Econ)
- H C Edey BCom HonLLD FCA
- S N Eisenstadt MA PhD HonDrPolSci MIASC HonFMAAAS FMAPS FANAS HonHLD HonLLD Hon PhD
- Fei Hsiao-tung BA PhD
- Stanley Fischer MSc PhD
- Jean Floud CBE BSc(Econ) MA HonLittD HonDLitt
- C Freeman BSc(Econ)
- Dr Nicholas C Garganas BA(Econ) MSc(Econ) PhD
- H Giersch DrRerPol HonDrRerPol CorrespFBA HonFSwedish Academy EngSci Mem Order pour le Merité HonMem American Economic Assn HonPres Int Econ Assn Paolo Baffi Int Prize for Economics
- Sir Patrick Gillam BA Hons
- Mr A C Gilmour CVO
- Sir Paul Girolami FCA FREconS
- Goh Keng Swee BSc(Econ) PhD
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- David Goldstone LLB
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 Secretaries Maxine Brennan, Chantel Macedo
Security and Porters
 House Manager Bernie Taffs
 Administrative Assistant Graham Shillabeer
 Reception Manager Richard Mulcahy
 Deputy Team Leader John Newman
 General Service Porters Derek Chin, Brendan Conroy, Victor Finnigan, William Ruddy
Reception Control/Security
 Security Team Leaders John Crean, Horace Young
 Deputy Team Leaders Ian Quick, William Sweetman
 Security Porters Sheriff Alli, William Armstrong, Andrea Bramm, Becky Erhabor, Robert Hamlin, Michael Lake, John Linehan, Timothy Linehan, Ian Marston, Michael McLeod, Micheal Nadi, Frankie Okunnu, Toyin Olomofoe, Alvarez Thompson, Paul Westall
 Night Security Team Leader William Teah
 Deputy Team Leader Darryl Steers
 Night Security Porters Lawrence Gibbons, Richard Holt, Ronnie Klein,

Taiwo Kusimo
Supplies
 Stores Supervisor Ronald Dale
Reprographics
 Reprographics Manager Graham Mackley
 Deputy Reprographics Manager Peter White
 Production Manager Raymond Barker
 Office Manager Christopher Cylwik
Post Room
 Post Room Supervisor Anthony Simpson
 Post Room Assistants Oswin Husbands, David Keenan, David Tyndall, Eric Weldon, Martin Wright

Finance
 Deputy Finance Director & Head of Finance Division Mike Ferguson
Division Office
 Assistant Finance Officer Nigel Stallard
 Purchasing Manager Margaret Newson
 Systems Accountant Keith Adams
 Deputy Systems Accountant Ali Dezyanian
 Management Accountants Alexander Altman, Geetha Sugumar
 Assistant Management Accountants Liz Bunting, Ellen Fraser
 Assistant Accountant David Ealing
 Divisional Administrator & PA to Director of Finance & Facilities Cecilia Okereke
Pensions Office
 Superannuation Officer Gene Kennedy
 Assistant Superannuation Officer Surinder Sharma
Fees & Income Section
 Fees Manager Sean McNally
 Deputy Fees Manager Sean Childs
 Fees Administrators Margaret Besford, Neisha Wong, Hughie Teape, Garikai Takawira
 Chief Cashier Maggie Spratt
 Cashiers Isidore Dossouhon, Rudra Gosh
Purchase Ledger Section
 Purchase Ledger Supervisor Stuart Sharkey
 Senior Purchase Ledger Clerk Noeline Coeur-De-Lion
 Accounts Clerks Andrea Gage, Rosie Kaur, Adrian Todd
Credit Control
 Credit Controller Anthony Salzmann
 Appeal Clerk Val Hawkins
 Assistant Clerk John Curtis

Human Resources
 Human Resources Director Alison Johns
Employee Relations
 Head of Employee Relations Gail Keeley
 Employee Relations Manager Lisa Morrow
 Employee Relations Adviser Fran Hannan
 HR Assistant Pardip Thandi
Pay and Information
 Head of Pay and HR Information Steve Harris
 HR Information Manager Lisa Hague
 Pay Manager Jon Nicholls
 Deputy Pay Managers Gareth Bellinger, Ben Hancock
 Pay and Information Co-ordinators Raj Lakhani, Daniel Reeves, Gizelle Regis, [vacancy]
 HR Administrators Sally Cargill, Ryan Taylor
 Pay and Information Projects Manager Sarah March
Recruitment
 Recruitment Manager Nova Larch
 Recruitment Adviser Nabila Majeed
 Recruitment Co-ordinator Sarah Pedder
 Recruitment Projects Manager Sofia Avgerinou
 HR Assistant Chien Tran
Promotion and Review of Academic Staff
 Promotions and Review Manager Sally Welch
 Promotions and Review Co-ordinator Annick Saliman
Staff Development Unit
 Head of Staff Development Unit Chris Connelly
 Staff Development Unit Manager Claire Hackshall
 Staff Development Consultants Jackie Kernaghan, Linda Westaway
Teaching and Learning/Centre for Learning Technology
 Director: Teaching and Learning Centre Liz Barnett
 Dyslexia Student Support Administrator Sue Haines
 Dyslexia Support Tutor and Adviser to Students with Disabilities Jean Jameson
 Educational Developer (Student Support) Peter Levin
 Director: Centre for Learning Technology Stephen Ryan
 Learning Technologists Stephen Bond, Sarah Leach
 Research Officer Frederico Matos
 Teaching and Learning Centre Administrator Rebecca Trumble

Information Technology Services
 Librarian and Director of Information Services Jean Sykes
 User Services Manager Sue Wing
Administration
 Office Manager Stephen Ainsworth
 Departmental Manager James Harvey
 Purchasing and Finance Officer Thomas Thurston
Training
 IT Training Manager Amber Miro
 IT Training and Information Specialist Alma Gibbons
 IT Training Specialist Gary Williamson
IT Help Desk
 IT Help Desk Manager Evgeny Bukhalenkov
 IT Help Desk Officer Yvonne Ward
Remote Support Team
 Remote Support Manager Chris Thompson
 Remote Support Officer Ade Olayebo
IT Cluster Teams
 Academic Support Manager Fraser Muir
 IT Support Specialists Angela Aubertin, Arion Deol, Louise De Villiers, Carol Hewlett, Dave Morris, Kuldip Purewal
 IT Support Officers Abiola Adegabi, Robin Ellis, Ian Harvey, Karon James, Daniel Simpson
Technical Infrastructure Manager Christine Cooper
Network Team
 Network Manager Malcolm Barker
 Network Specialists Michael Koh, Jeremy Skelton, Martin Slade
Systems Team
 Systems Manager Puneet Singh
 Systems Specialists Rick Barns, Mike Bragg, Paul Gee, Paul Jackson
PC Support
 PC Support Team Leader Vanessa Jarrett
 IT Support Officers [vacancies]

Library
 Librarian and Director of Information Services Jean Sykes
 Deputy Librarian Maureen Wade
Administration and Planning
 Library Administrator and Project Co-ordinator Valerie Straw
 Library Administration Manager Beverly Craigen
 Communications & Development Manager Marysia Henty
 PA to the Librarian and Director of Information Services Louise Hatcher
 Office Assistant Jane Appleton
 Secretarial Assistant Sonia McGilchrist
Archives and Rare Books
 Archivist Susan Donnelly
 Assistant Archivists Anna Towlson, Lorraine Screeve
 Archives Assistants Philip Cook, Emily Paschoud, Naomi Sharp, John Shepherd
Externally Funded Projects
 Projects Manager & InfoSystems Engineer John Paschoud
 SECURE & PERSEUS Projects
 Chief Technical Officer Simon McLeish
 Project Officer Mariam Garibyan
 M25 Systems
 Project Manager John Gilby
 Administration Assistant [vacancy]
 Catalogue Conversion Project
 Senior Library Assistant Leila Kassir
 Ionian Bank Project
 Assistant Archivist Zoe Browne
IBSS
 Manager Csanád Siklós
 Assistant Manager Rebecca Ursell
 Marketing Manager Jane Ferguson
 Indexers/Editorial Assistants Fabienne Allegret-Maret, Thomas Carter, Olesya Dmitracova, Luca Dussin, Andrew Edwards, Luna Glucksberg, Marie Lagerwall
 Clerical Assistants Alvaro Mendez, Natalia Steward, Natalia Swiderska
User Services
 User Services Manager Helen Cocker
 Services Manager Joanne Taplin-Green
 Services Development Librarian Richard Collings
Admissions
 Team Leader Marius Djicomites
 Library Assistants Mark Estall, Susan MacPherson, Vanya Sohun
Circulation
 Team Leader Francesca Ward
 Library Assistants Mei S Pang, Koyas Uddin
Evening Services
 Assistant Librarians Tayo Ajibade, Fiona Martin
 Library Assistants Natalie Kerr, Marc Woods

Shaw Library*Clerical Assistant* Tahiya Islam**Inter-Library Loans***Team Leader* Karen Paine*Library Assistants* Trudy Gamblin, Paul Horsler, Andrew Jack**Photocopying***Supervisor* Bridget Cummings*Photocopying Assistants* David Khabaz, Neil Claridge, Anna De Oliveira**Shelving***Supervisor* Graham Meredith*Reshelters* Alex Andreou, Monica Butler, George Carey, Neil Claridge, Isobel Coker, Cathy Foster, Vivien Martin, Jeanette Morris, Brenda O'Brien, Arseni Saporov, Ferhan Siddiqi, Jill Squires-Jamison, Arul Swaminathan, Joyce Taring, Ashley Ward*Book Cleaners* Carlota Pasillao**Library Portering***Foreman Porter* Peter Austin*Deputy Foreman Porter* Saul Mwamba*Porters* David Herbert, Ebrahim Mussa, Daniel Naughnane, Daniel Arduino*Book Cleaners* Carlota Pasillao**Technical Services***Technical Services Manager* Glyn Price**Bibliographic Services***Bibliographic Services Manager* Beverly Brittan*Assistant Librarians* Robert Howes, Solomon Hughes, June Tomlinson*Principal Library Assistants* Norman Cadge, Robert Warren*Senior Library Assistant* Elizabeth Peppiatt*Library Assistants* Galina Alexander, Rita Andreou, Oreste De Tommaso, Bernadette Divall, Paul Flannery, Bryan Johnson, Saymona Khatun, Esther Wheeler*Special Acquisitions Team Leader* Anna Bozic*Library Assistants* Katherine Wilmot, Jennifer Harding*Graduate Trainee Library Assistant* James Goddard**Preservation & Binding***Assistant Librarian* [vacancy]*Library Assistants* Clive Graham, Dusan Pokrajac, Claire Taplin*Clerical Assistant* Desmond Silva-Douglas**Serials***Serials Librarians* Lisa Cardy, Jane Harvell*Assistant Librarian* Lee Jackson*Principal Library Assistant* Elizabeth Fishman*Senior Library Assistant* Paola Zandegiacomo*E-Journals Co-ordinator* Joanne Walker*Library Assistants* William Barker, Wendy Butcher, Catherine Hunt, Rosalind Sweetman**Teaching Support Services***Assistant Librarian* Nicola Hunt*Library Assistants* Enitan Akinosho, Elizabeth Galloway, Katherine Herry, Sophie Jegado, Paul Whitehouse**Information Services***Information Services Manager* Kate Sloss*Senior Assistant Librarians* Graham Camfield, Clive Wilson*E-Services Librarian* Sally Rumsey*Project Officer* Frances Shipsey*Data Librarian* Luis Martinez*Assistant Librarians* Maria Bell, Heather Dawson, Kenneth Gibbons, Barbara Humphries, Rowena MacRae-Gibson, Richard Trussell*Library Assistants* Eugenia Gozalo-Velasco, Mina Krishnan*Graduate Trainee Library Assistant* Joelle Lea**IT Support***IT Support Team Manager* Timothy Green*IT Support Specialists* Michael Hallas, Michael McFarlane*IT Support Officer* Shiraz Azizali*Library System Manager* Michael Fake**Office of Development and Alumni Relations***Director of Development* Mary Blair*Executive Assistant to Director* Chris Walters*Manager, Trusts and Foundations* Paula Marshall*Foundation Projects Co-ordinator* Simon Marsh*Head of Individual Giving* John McLoughlin*PA to Head of Individual Giving* [vacancy]*Individual Giving Officers* Bernadette Benati, Rachel Cattermole, Jane Park, Reggie Simpson, Rosie Woodward*Development Assistant* [vacancy]*Head of Annual Fund* Amelia Maling*Annual Fund Caller Manager* Laura Harvey*Annual Fund Assistant* [vacancy]*Head of Alumni Relations* Matthew Horton*Deputy Head of Alumni Relations* Bill Abraham*Manager, Reunions Programme* Dorothy Johnson*Alumni Events Co-ordinator* Nat Holtham*Alumni Relations Assistant* Campbell Glennie*Research Manager* Karl Newton*Research Associate* Kate Anderson*Operations Manager* Julian Szego*Development Systems Administrator* Kate Graham*Major Gifts Administrator* Maja Vukicevic*Database Records Administrator* Samuel Brownlow*Office Manager/Receptionist* Rachel Sutherden**Research and Project Development Division***Director of Research and Project Development Division* Angus Stewart**Deputy Director of Research and Projects Development Division***Jonathan Deer**Research Grants and Contracts Manager* Michael Oliver*European Contracts Manager* Bhimlabye Dheeramojee*Divisional Finance Manager* Kerry Fyffe*Accounts Manager* Amanda Burgess*Research Policy Manager* Jo Hemmings*Research Projects Administrators* Joanne Bass, Adam Bilimoria, Daniel Goscomb, Narinda Kaur, Asma Patel*Administrative Assistant* Michelle Davis*Head, Partnership Programme* Catherine Manthorpe*Partnership Programme Manager & TRIUM Co-ordinator* Annette Haas*Partnership Programme Administrator* Gabi Lombardo*Director of Corporate Relations* Florian Lennert*Corporate Relations Manager* Rocky McKnight*Head of LSE China Office* Brendan Smith*Head of LSE India Office* [vacancy]**Residential and Catering Services***Director of Residential Services* David Tymms*Deputy Director* Ian Jones*Computer Systems Managers* Bedia Cenk, Claire Lea, Minaxi Patel*Residences Administrator* Stephanie Macauley*Accommodation Officer* Paul Trivett*Senior Accommodation Assistant* Trevor Murtagh*Accommodation Assistant* Silvia Villa*General Assistant* Nuria Garcia Palomares*Marketing Manager* Mark Worrall*Senior Sales Executive* Matthew Bargh**Nursery***Nursery Manager* Bola Adetona*Senior Nursery Officer* Kerry Perrott*Nursery Officers* Sigrid Botilsrud, Nuriye Incedal, Joelle Maneze, Alice Pulbrook, Laura Watts**Sports Ground***Head Groundsman* Stephen Butter*Assistant Groundsman* Christopher Herbert*Cleaner* Trevor Gubby**CATERING***Catering Services Manager* Liz Thomas*Deputy Catering Services Manager* Jacqui Beazley*SDR & Functions Manager* Joseph Borg*Brunch Bowl Managers* Lesley Causley, Karen Agate-Hilton*Garrick Manager* Jacky Moore*Cafes Manager* Peter Nichols*Bars Manager* Peter Coton*Catering Accounts Manager* Claudette Small*Secretary/Functions Co-ordinator* Angeliqne Charalambous**Secretary's Division****Secretariat***Senior Assistant Secretary* Andrew Webb*Assistant Secretary* Jane Pugh*Projects and Records Compliance Manager* Matthew Stephenson*Administrative Officers* Kate Bennett, Kevin Haynes, Catherine Hope*Office Manager and PA to the Senior Assistant Secretary* Rana Rahman*Administrative Assistant* Eleanor Lowenthal*Assistant to the Milliband Programme* Ayse Kaya*Health and Safety Officer* Ann O'Brien**Academic Publications***Head of Academic Publishing* Beverley Friedgood*Academic Publications Assistant* Helen Bailey**Design Unit***Head of Design* Lucy Harries*Senior Cartographer* Mina Moshkeri*Graphic Designers* Ailsa Farquhar, Claire Lyons*Junior Designer* Dylan Morrison*Design Administrator* Laura Austin**Planning and Information Management Unit***Planning Officer* Victoria Caine*Administrative Officer* Jenny Bone*Executive Officer* Gary Barclay*Planning and Statistical Assistant* Wayne Tatlow*Information Management Assistant* Susan Howard*Administrative Assistant* Dan Bennett*Head of Internal Audit* Tony Sims*Internal Auditor* John Wylie**Press and Information***Head of Public Relations* Denise Annett*Press Officer* Judith Higgin*School Photographer* Nigel Stead*Press Office Manager* Deirdre French*Corporate Publications Co-ordinator* Fiona Whiteman*Communications Officer* Toni Sym*Press and Information Assistant* Jessica Winterstein*Communications Assistant* Sandra Ma**St Philip's Medical Centre***Principle* Dr Olof Naidoo*Assistant GPs* Dr Emilia Negrin, Dr Atillio Buseti*Gynaecologist* Dr Valerie Little*Practice Nurses* Mrs Toppa Strydom, Ms Denise Rudman*Counsellors* Christine Nancarrow, Susan Kendal, Adam Sandelson, Theresa Schaefer, Monika Smolar, Andrew Shorrocks**Summer School***Convener* John Board*Head of the Summer School* Elizabeth Aitken*Programme Administrator* Kate Jones*Assistant Manager* Lyndon McKeivitt*Administrative Assistant* Catherine Chapouton

STATISTICS OF STUDENTS

Table A: Undergraduate and Postgraduate Students: 1999-2000 to 2003-2004
(Figures based on count at 31 May)

	Session 1999-2000	Session 2000-2001	Session 2001-2002	Session 2002-2003	Session 2003-2004
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	3009	3075	3132	3385	3692
Other Undergraduates	375	386	376	354	329
Total: Full-Time Undergraduates	3384	3461	3508	3739	4021
Higher Degree	2936	2827	3155	3634	3406
Higher Diploma	115	89	45	24	18
Research Fee	29	25	18	11	19
Exchange Students	20	33	29	46	46
Total: Full-Time Postgraduates	3100	2974	3247	3715	3489
TOTAL: ALL FULL-TIME STUDENTS	6484	6435	6755	7454	7510
Part-Time					
Undergraduate Degree	34	57	56	54	54
Other Undergraduates	-	-	-	-	-
Total: Part-Time Undergraduates	34	57	56	54	54
Higher Degree	774	721	796	769	779
Higher Diploma	3	1	2	1	-
Research Fee	2	2	2	2	2
Total: Part-Time Postgraduates	779	724	800	772	781
TOTAL: ALL PART-TIME STUDENTS	813	781	856	826	835
TOTAL: ALL UNDERGRADUATE STUDENTS	3418	3518	3564	3793	4075
TOTAL: ALL POSTGRADUATE STUDENTS	3879	3698	4047	4487	4270
TOTAL: ALL REGULAR STUDENTS	7297	7216	7611	8280	8345
2. OTHER STUDENTS					
Occasional Students	6	2	4	3	1
TRIUM EMBA	-	-	29	64	35
TOTAL: OTHER STUDENTS	6	2	33	67	36
3. TOTAL: ALL STUDENTS	7303	7218	7644	8347	8381

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1999-2000 to 2003-2004
(Figures based on count at 31 May)

	Session 1999-2000	Session 2000-2001	Session 2001-2002	Session 2002-2003	Session 2003-2004
1. REGULAR STUDENTS					
Full-Time					
Undergraduate Degree	1438 (351)	1480 (333)	1417 (305)	1550 (291)	1692 (289)
Other Undergraduates	373 (42)	385 (40)	374 (52)	354 (31)	328 (25)
Total: Full-Time Undergraduates	1811 (393)	1865 (373)	1791 (357)	1904 (322)	2020 (314)
Higher Degree	2282 (813)	2182 (780)	2370 (761)	2894 (839)	2705 (670)
Higher Diploma	88 (30)	78 (25)	33 (13)	23 (12)	16 (5)
Research Fee	22 (14)	21 (10)	18 (9)	11 (6)	18 (9)
Exchange Students	20 (10)	17 (10)	21 (13)	44 (25)	13 (10)
Total: Full-Time Postgraduates	2412 (867)	2298 (825)	2442 (796)	2972 (882)	2752 (694)
TOTAL: ALL FULL-TIME STUDENTS	4223 (1260)	4163 (1198)	4233 (1153)	4876 (1204)	4772 (1008)
Part-Time					
Undergraduate Degree	11 (2)	19 (6)	17 (2)	20 (3)	16 (2)
Other Undergraduates	-	-	-	-	-
Total: Part-Time Undergraduates	11 (2)	19 (6)	17 (2)	20 (3)	16 (2)
Higher Degree	319 (142)	294 (120)	382 (159)	375 (165)	385 (172)
Higher Diploma	1	-	2	1	-
Research Fee	2 (1)	1 (1)	1	-	-
Total: Part-Time Postgraduates	322 (143)	295 (121)	385 (159)	376 (165)	385 (172)
TOTAL: ALL PART-TIME STUDENTS	333 (145)	314 (127)	402 (161)	396 (168)	401 (174)
TOTAL: ALL UNDERGRADUATE STUDENTS	1822 (395)	1884 (379)	1808 (359)	1924 (325)	2036 (316)
TOTAL: ALL POSTGRADUATE STUDENTS	2734 (1010)	2593 (946)	2827 (955)	3348 (1047)	3137 (866)
TOTAL: ALL REGULAR STUDENTS	4556 (1405)	4477 (1325)	4635 (1314)	5272 (1372)	5173 (1182)
2. OTHER STUDENTS					
Occasional Students	2 (2)	-	-	1 (1)	-
TRIUM EMBA	-	-	26 (8)	56 (10)	30 (2)
TOTAL: OTHER STUDENTS	2 (2)	-	26 (8)	57 (11)	30 (2)
3. TOTAL: ALL OVERSEAS STUDENTS	4558 (1407)	4477 (1325)	4661 (1322)	5329 (1383)	5203 (1184)

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

Analysis of Regular and Other Students: 2001-2004

1. Undergraduate degree students
(Figures based on count at 31 May)
Analysis of Regular and Other Students: 2001-2004

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. UNDERGRADUATE DEGREE STUDENTS									
BSc Accounting and Finance									
1st Year	81	60	141	71	73	144	85	58	143
2nd Year	58	47	105	75	54	129	75	71	146
Final Year	71	50	121	57	50	107	70	51	121
Totals	210	157	367	203	177	380	230	180	410
BSc Actuarial Science									
1st Year	36	21	57	31	29	60	35	37	72
2nd Year	34	27	61	32	24	56	37	29	66
Final Year	22	13	35	34	23	57	27	21	48
Totals	92	61	153	97	76	173	99	87	186
BA Anthropology and Law									
1st Year	1	12	13	4	7	11	7	12	19
2nd Year	3	4	7	1	12	13	3	7	10
Final Year	4	5	9	2	3	5	2	12	14
Totals	8	21	29	7	22	29	12	31	43
BSc Business Mathematics and Statistics									
1st Year	23	10	33	33	11	44	21	13	34
2nd Year	15	10	25	23	13	36	28	16	44
Final Year	16	19	35	14	11	25	18	14	32
Totals	54	39	93	70	35	105	67	43	110
BSc Econometrics and Mathematical Economics									
1st Year	8	4	12	15	4	19	9	3	12
2nd Year	5	2	7	10	3	13	14	3	17
Final Year	9	1	10	4	2	6	9	2	11
Totals	22	7	29	29	9	38	32	8	40
BSc Economic History									
1st Year	12	5	17	19	5	24	17	10	27
2nd Year	7	4	11	15	7	22	19	5	24
Final Year	9	8	17	10	4	14	15	6	21
Totals	28	17	45	44	16	60	51	21	72
BSc Economic History with Economics									
1st Year	3	-	3	4	1	5	2	1	3
2nd Year	2	4	6	1	-	1	2	3	5
Final Year	2	-	2	2	3	5	-	-	-
Totals	7	4	11	7	4	11	4	4	8
BSc Economic History with Population Studies									
1st Year	-	1	1	-	-	-	-	-	-
2nd Year	1	-	1	-	1	1	-	-	-
Final Year	-	1	1	1	-	1	-	1	1
Totals	1	2	3	1	1	2	-	1	1
BSc Economics									
1st Year	128	58	186	117	91	208	127	90	217
2nd Year	130	77	207	133	64	197	131	97	228
Final Year	153	66	219	130	73	203	123	64	187
Totals	411	201	612	380	228	608	381	251	632
BSc Economics and Economic History									
1st Year	14	7	21	11	7	18	12	4	16
2nd Year	5	-	5	12	3	15	10	5	15
Final Year	5	1	6	5	1	6	10	3	13
Totals	24	8	32	28	11	39	32	12	44
BSc Economics with Economic History									
1st Year	-	1	1	-	2	2	2	4	6
2nd Year	2	2	4	-	2	2	-	2	2
Final Year	-	1	1	3	2	5	-	2	2
Totals	2	4	6	3	6	9	2	8	10
BSc Environmental Management and Policy									
1st Year	3	3	6	-	2	2	-	-	-
2nd Year	1	1	2	3	4	7	1	-	1
Final Year	3	2	5	1	1	2	2	4	6
Totals	7	6	13	4	7	11	3	4	7
BSc Environmental Policy									
1st Year	-	-	-	-	-	-	6	2	8
2nd Year	-	-	-	-	-	-	-	2	2
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	6	4	10
BSc Environmental Policy with Economics									
1st Year	2	7	9	5	5	10	7	5	12
2nd Year	5	1	6	2	4	6	5	3	8
Final Year	2	2	4	5	2	7	2	4	6
Totals	9	10	19	12	11	23	14	12	26
BA/BSc Geography									
1st Year	10	8	18	13	12	25	12	8	20
2nd Year	12	8	20	8	8	16	10	12	22

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Final Year	9	9	18	13	8	21	8	9	17
Totals	31	25	56	34	28	62	30	29	59
BSc Geography and Population Studies									
1st Year	1	7	8	1	2	3	-	-	-
2nd Year	2	2	4	1	6	7	1	2	3
Final Year	-	6	6	2	2	4	1	6	7
Totals	3	15	18	4	10	14	2	8	10
BSc Geography with Economics									
1st Year	11	6	17	15	10	25	15	14	29
2nd Year	6	5	11	10	4	14	13	10	23
Final Year	7	7	14	5	5	10	9	4	13
Totals	24	18	42	30	19	49	37	28	65
BSc Government									
1st Year	15	8	23	18	7	25	14	7	21
2nd Year	14	5	19	18	8	26	17	10	27
Final Year	6	6	12	14	6	20	18	9	27
Totals	35	19	54	50	21	71	49	26	75
BSc Government and Economics									
1st Year	22	12	34	24	17	41	29	23	52
2nd Year	7	8	15	18	9	27	19	17	36
Final Year	18	14	32	7	8	15	22	8	30
Totals	47	34	81	49	34	83	70	48	118
BSc Government and History									
1st Year	9	3	12	14	4	18	8	7	15
2nd Year	3	8	11	9	3	12	15	3	18
Final Year	7	2	9	4	7	11	10	4	14
Totals	19	13	32	27	14	41	33	14	47
BA History									
1st Year	17	14	31	24	14	38	20	24	44
2nd Year	8	3	11	13	14	27	24	17	41
Final Year	15	5	20	7	2	9	15	14	29
Totals	40	22	62	44	30	74	59	55	114
BSc Human Resource Management and Employment Relations									
1st Year	-	-	-	-	-	-	5	11	16
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	5	11	16
BSc Industrial Relations and Human Resource Management									
1st Year	7	8	15	5	11	16	-	-	-
2nd Year	2	10	12	10	6	16	6	10	16
Final Year	4	6	10	4	11	15	11	8	19
Totals	13	24	37	19	28	47	17	18	35
BSc International History									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	6	7	13	-	-	-	-	-	-
Final Year	7	3	10	6	7	13	-	-	-
Totals	13	10	23	6	7	13	-	-	-
BSc International Relations									
1st Year	24	24	48	30	40	70	26	26	52
2nd Year	13	25	38	22	26	48	31	42	73
Final Year	12	34	46	14	28	42	25	27	52
Totals	49	83	132	66	94	160	82	95	177
BSc International Relations and History									
1st Year	10	18	28	12	15	27	15	18	33
2nd Year	10	10	20	11	16	27	12	13	25
Final Year	10	9	19	8	10	18	10	16	26
Totals	30	37	67	31	41	72	37	47	84
BSc Management									
1st Year	30	28	58	26	31	57	33	38	71
2nd Year	24	34	58	31	24	55	24	29	53
Final Year	28	21	49	29	34	63	31	23	54
Totals	82	83	165	86	89	175	88	90	178
BSc Management Sciences									
1st Year	26	16	42	27	20	47	25	18	43
2nd Year	22	11	33	24	14	38	22	18	40
Final Year	25	10	35	20	11	31	25	13	38
Totals	73	37	110	71	45	116	72	49	121
BSc Mathematics and Economics									
1st Year	37	20	57	31	25	56	30	29	59
2nd Year	21	10	31	36	17	53	33	24	57
Final Year	22	15	37	17	10	27	41	16	57
Totals	80	45	125	84	52	136	104	69	173
BA/BSc Philosophy									
1st Year	7	7	14	12	5	17	-	-	-
2nd Year	13	3	16	7	7	14	11	3	14

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Final Year	5	1	6	12	3	15	8	7	15
Totals	25	11	36	31	15	46	19	10	29
BSc Philosophy and Economics									
1st Year	14	8	22	19	13	32	17	4	21
2nd Year	11	7	18	13	7	20	18	11	29
Final Year	14	10	24	11	6	17	13	8	21
Totals	39	25	64	43	26	69	48	23	71
BSc Philosophy and Mathematics									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	2	2	4	1	-	1	-	-	-
Final Year	1	-	1	2	2	4	-	-	-
Totals	3	2	5	3	2	5	-	-	-
BSc Philosophy, Logic and Scientific Method									
1st Year	-	-	-	-	-	-	6	4	10
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	6	4	10
BSc Population Studies									
1st Year	1	2	3	1	1	2	-	-	-
2nd Year	-	3	3	1	2	3	1	1	2
Final Year	2	-	2	-	3	3	1	2	3
Totals	3	5	8	2	6	8	2	3	5
BSc Psychology and Philosophy									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	6	4	10	-	1	1	-	-	-
Totals	6	4	10	-	1	1	-	-	-
BSc Russian Studies									
1st Year	1	3	4	-	-	-	-	-	-
2nd Year	2	1	3	1	3	4	-	-	-
Final Year	-	1	1	2	1	3	1	3	4
Totals	3	5	8	3	4	7	1	3	4
BA/BSc Social Anthropology									
1st Year	7	22	29	13	22	35	6	21	27
2nd Year	7	15	22	6	20	26	11	24	35
Final Year	5	19	24	7	15	22	6	18	24
Totals	19	56	75	26	57	83	23	63	86
BSc Social Policy									
1st Year	6	5	11	1	5	6	2	6	8
2nd Year	3	7	10	6	6	12	3	8	11
Final Year	6	6	12	4	7	11	5	5	10
Totals	15	18	33	11	18	29	10	19	29
BSc Social Policy and Economics									
1st Year	-	-	-	-	-	-	2	3	5
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	2	3	5
BSc Social Policy and Government									
1st Year	4	4	8	3	6	9	1	-	1
2nd Year	2	5	7	4	3	7	2	4	6
Final Year	2	5	7	1	5	6	3	3	6
Totals	8	14	22	8	14	22	6	7	13
BSc Social Policy and Sociology									
1st Year	-	-	-	3	4	7	2	5	7
2nd Year	-	5	5	1	-	1	1	4	5
Final Year	-	-	-	-	5	5	1	-	1
Totals	-	5	5	4	9	13	4	9	13
BSc Social Policy with Government									
1st Year	-	-	-	-	-	-	3	2	5
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	3	2	5
BSc Social Policy with Social Psychology									
1st Year	2	5	7	1	6	7	-	-	-
2nd Year	2	3	5	1	5	6	1	3	4
Final Year	-	4	4	-	4	4	2	5	7
Totals	4	12	16	2	15	17	3	8	11
BSc Social Policy, Criminal Justice and Psychology									
1st Year	-	-	-	-	-	-	2	8	10
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	2	8	10
BSc Sociology									
1st Year	8	26	34	15	24	39	12	19	31
2nd Year	7	16	23	8	27	35	13	21	34

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Final Year	14	16	30	8	16	24	7	27	34
Totals	29	58	87	31	67	98	32	67	99
LLB									
1st Year	48	79	127	61	107	168	65	105	170
2nd Year	57	64	121	49	78	127	62	104	166
Final Year	63	61	124	62	61	123	52	79	131
Totals	168	204	372	172	246	418	179	288	467
LLB with French Law									
1st Year	6	4	10	4	7	11	7	2	9
2nd Year	2	1	3	-	3	3	2	5	7
3rd Year	7	1	8	2	2	4	-	1	1
Final Year	4	6	10	3	1	4	-	1	1
Totals	19	12	31	9	13	22	9	9	18
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
1st Year	634	526	1160	683	645	1328	687	641	1328
2nd Year	526	457	983	616	507	1123	677	638	1315
3rd Year	7	1	8	2	2	4	-	1	1
Final Year	588	449	1037	530	454	984	603	499	1102
Totals	1755	1433	3188	1831	1608	3439	1967	1779	3746
OTHER REGULAR STUDENTS									
General Course	196	173	369	194	150	344	159	158	317
Erasmus Exchange Students	3	4	7	2	5	7	4	6	10
Other Exchange Students	-	-	-	1	2	3	2	-	2
TOTAL: OTHER REGULAR STUDENTS	199	177	376	197	157	354	165	164	329
TOTAL: REGULAR UNDERGRADUATES	1954	1610	3564	2028	1765	3793	2132	1943	4075
OTHER STUDENTS Occasional	2	2	4	2	1	3	1	-	1
TOTAL: OTHER STUDENTS	2	2	4	2	1	3	1	-	1
TOTAL: ALL UNDERGRADUATE STUDENTS	1956	1612	3568	2030	1766	3796	2133	1943	4076

2. Postgraduates PhD/MPhil/MRes students
(Figures based on count at 31 May)

Analysis of Regular and Other Students: 2001-2004

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2. POSTGRADUATES									
PhD/MPhil/MRes STUDENTS									
Accounting and Finance									
1st year	5	-	5	4	5	9	5	-	5
Subsequent years	13	5	18	16	4	20	17	10	27
Totals	18	5	23	20	9	29	22	10	32
Anthropology									
1st year	6	2	8	8	1	9	4	7	11
Subsequent years	11	20	31	16	15	31	17	10	27
Totals	17	22	39	24	16	40	21	17	38
Demography and Population Studies									
1st year	-	-	-	-	1	1	-	1	1
Subsequent years	-	4	4	-	4	4	-	4	4
Totals	-	4	4	-	5	5	-	5	5
Development Studies									
1st year	6	2	8	5	8	13	12	12	24
Subsequent years	10	10	20	15	13	28	15	14	29
Totals	16	12	28	20	21	41	27	26	53
Economic History									
1st year	2	3	5	3	4	7	5	4	9
Subsequent years	19	9	28	12	8	20	9	10	19
Totals	21	12	33	15	12	27	14	14	28
Economics									
1st year	20	7	27	12	6	18	18	3	21
Subsequent years	61	34	95	65	36	101	64	29	93
Totals	81	41	122	77	42	119	82	32	114
European Studies									
1st year	6	4	10	3	3	6	7	2	9
Subsequent years	11	15	26	10	5	15	10	9	19
Totals	17	19	36	13	8	21	17	11	28
Gender									
1st year	3	4	7	-	2	2	1	4	5
Subsequent years	2	17	19	2	16	18	2	14	16
Totals	5	21	26	2	18	20	3	18	21

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Geography									
1st year	3	4	7	4	4	8	5	6	11
Subsequent years	15	6	21	18	8	26	20	13	33
Totals	18	10	28	22	12	34	25	19	44
Government									
1st year	11	5	16	13	7	20	12	3	15
Subsequent years	68	39	107	65	41	106	60	42	102
Totals	79	44	123	78	48	126	72	45	117
Industrial Relations									
1st year	1	3	4	3	1	4	3	2	5
Subsequent years	10	8	18	10	11	21	10	10	20
Totals	11	11	22	13	12	25	13	12	25
Information Systems									
1st year	7	6	13	11	2	13	8	4	12
Subsequent years	20	13	33	20	14	34	21	15	36
Totals	27	19	46	31	16	47	29	19	48
International History									
1st year	5	1	6	5	2	7	1	4	5
Subsequent years	18	10	28	21	8	29	19	9	28
Totals	23	11	34	26	10	36	20	13	33
International Relations									
1st year	14	7	21	16	14	30	16	9	25
Subsequent years	74	42	116	65	40	105	61	47	108
Totals	88	49	137	81	54	135	77	56	133
Law									
1st year	7	10	17	8	10	18	9	10	19
Subsequent years	35	23	58	40	29	69	35	30	65
Totals	42	33	75	48	39	87	44	40	84
Management									
1st year	2	1	3	2	2	4	2	-	2
Subsequent years	9	5	14	9	4	13	8	4	12
Totals	11	6	17	11	6	17	10	4	14
Marine Policy									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	1	-	1	-	-	-
Totals	1	-	1	1	-	1	-	-	-
Mathematics									
1st year	2	-	2	-	-	-	2	-	2
Subsequent years	2	1	3	3	1	4	4	1	5
Totals	4	1	5	3	1	4	6	1	7
Media and Communications									
1st year	2	3	5	3	7	10	2	6	8
Subsequent years	1	5	6	3	7	10	6	11	17
Totals	3	8	11	6	14	20	8	17	25
Operational Research									
1st year	-	2	2	1	1	2	3	1	4
Subsequent years	3	2	5	3	3	6	2	3	5
Totals	3	4	7	4	4	8	5	4	9
Philosophy									
1st year	8	1	9	9	-	9	11	2	13
Subsequent years	21	5	26	28	3	31	27	1	28
Totals	29	6	35	37	3	40	38	3	41
Philosophy (By Thesis and Exam)									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	1	-	1	1	-	1
Totals	1	-	1	1	-	1	1	-	1
Political Science (MRes)									
1st year	-	-	-	3	4	7	2	2	4
Subsequent years	-	-	-	-	-	-	7	3	10
Totals	-	-	-	3	4	7	9	5	14
Psychology									
1st year	3	6	9	4	5	9	5	8	13
Subsequent years	9	14	23	8	17	25	8	18	26
Totals	12	20	32	12	22	34	13	26	39
Regional Planning									
1st year	2	1	3	1	2	3	2	1	3
Subsequent years	10	4	14	10	5	15	11	6	17
Totals	12	5	17	11	7	18	13	7	20
Social Policy									
1st year	8	13	21	10	5	15	5	15	20
Subsequent years	27	41	68	29	43	72	27	32	59
Totals	35	54	89	39	48	87	32	47	79
Sociology									
1st year	6	6	12	8	7	15	7	9	16
Subsequent years	28	36	64	26	39	65	28	34	62

Totals	34	42	76	34	46	80	35	43	78
Statistics									
1st year	3	4	7	2	2	4	2	-	2
Subsequent years	5	5	10	8	9	17	10	6	16
Totals	8	9	17	10	11	21	12	6	18
TOTAL: PhD/MPhil/MRes STUDENTS									
1st year	132	95	227	138	105	243	149	115	264
Subsequent years	484	373	857	504	383	887	499	385	884
Totals	616	468	1084	642	488	1130	648	500	1148
Previous Next									

3. Taught masters students

(Figures based on count at 31 May)

Analysis of Regular and Other Students: 2001-2004

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
3. TAUGHT MASTERS STUDENTS									
(Area Studies students included in the course most appropriate to their major subject)									
Accounting and Finance									
1st year	82	51	133	70	32	102	72	47	119
Subsequent years	-	1	1	5	2	7	-	-	-
Totals	82	52	134	75	34	109	72	47	119
Analysis, Design and Management of Information Systems									
1st year	79	66	145	98	59	157	86	45	131
Subsequent years	1	-	1	-	-	-	1	-	1
Totals	80	66	146	98	59	157	87	45	132
Anthropology and Development									
1st year	4	11	15	3	19	22	3	13	16
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	4	11	15	3	19	22	3	13	16
Anthropology of Learning and Cognition									
1st year	-	-	-	3	4	7	2	4	6
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	3	4	7	2	4	6
Cities, Space and Society									
1st year	4	9	13	5	13	18	3	10	13
Subsequent years	1	-	1	2	1	3	-	1	1
Totals	5	9	14	7	14	21	3	11	14
City Design and Social Science									
1st year	10	15	25	12	14	26	11	13	24
Subsequent years	-	1	1	1	3	4	-	4	4
Totals	10	16	26	13	17	30	11	17	28
Comparative Politics									
1st year	41	41	82	41	53	94	37	40	77
Subsequent years	1	-	1	-	1	1	2	3	5
Totals	42	41	83	41	54	95	39	43	82
Crime, Deviance and Control									
1st year	5	9	14	8	10	18	-	-	-
Subsequent years	-	1	1	-	-	-	1	1	2
Totals	5	10	15	8	10	18	1	1	2
Criminal Justice Policy									
1st year	5	7	12	4	14	18	5	11	16
Subsequent years	3	-	3	2	3	5	2	1	3
Totals	8	7	15	6	17	23	7	12	19
Criminology									
1st year	-	-	-	-	-	-	6	7	13
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	6	7	13
Culture and Society									
1st year	-	-	-	-	-	-	3	10	13
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	3	10	13
Decision Sciences									
1st year	10	9	19	11	4	15	13	5	18
Subsequent years	-	-	-	-	1	1	1	-	1
Totals	10	9	19	11	5	16	14	5	19
Development Management									
1st year	26	51	77	30	46	76	26	46	72
Subsequent years	-	1	1	-	1	1	-	2	2
Totals	26	52	78	30	47	77	26	48	74
Development Studies									
1st year	22	45	67	28	68	96	28	64	92
Subsequent years	-	1	1	-	5	5	-	5	5
Totals	22	46	68	28	73	101	28	69	97
Econometrics and Mathematical Economics									
1st year	6	3	9	20	5	25	9	13	22
Subsequent years	-	1	1	-	-	-	5	2	7
Totals	6	4	10	20	5	25	14	15	29

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Economic History									
1st year	23	17	40	31	22	53	28	17	45
Subsequent years	-	-	-	1	1	2	1	-	1
Totals	23	17	40	32	23	55	29	17	46
Economics									
1st year	99	36	135	110	32	142	96	42	138
Subsequent years	-	-	-	13	4	17	14	4	18
Totals	99	36	135	123	36	159	110	46	156
Economics and Economic History									
1st year	7	5	12	6	1	7	2	3	5
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	7	5	12	6	1	7	2	3	5
Economics and Philosophy									
1st year	4	2	6	7	4	11	7	2	9
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	4	2	6	7	4	11	7	2	9
Environment and Development									
1st year	3	15	18	12	21	33	13	23	36
Subsequent years	2	-	2	-	1	1	-	1	1
Totals	5	15	20	12	22	34	13	24	37
Environmental Assessment and Evaluation									
1st year	9	16	25	16	20	36	-	-	-
Subsequent years	1	-	1	1	1	2	-	1	1
Totals	10	16	26	17	21	38	-	1	1
Environmental Policy, Planning and Regulation									
1st year	-	-	-	-	-	-	7	22	29
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	7	22	29
European Political Economy: Integration									
1st year	8	6	14	10	8	18	14	10	24
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	8	6	14	10	9	19	14	11	25
European Political Economy: Transition									
1st year	15	22	37	18	16	34	15	18	33
Subsequent years	-	2	2	-	1	1	-	-	-
Totals	15	24	39	18	17	35	15	18	33
European Politics and Governance									
1st year	-	-	-	-	-	-	33	49	82
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	-	-	-	33	50	83
European Politics and Policy									
1st year	17	20	37	12	18	30	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	17	20	37	12	18	30	-	-	-
European Social Policy									
1st year	5	8	13	5	5	10	5	6	11
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	5	8	13	5	5	10	5	6	11
European Studies									
1st year	8	20	28	14	21	35	-	1	1
Subsequent years	1	1	2	-	2	2	-	-	-
Totals	9	21	30	14	23	37	-	1	1
European Studies: EU Policy Making									
1st year	23	19	42	16	16	32	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	23	19	42	16	16	32	-	-	-
Finance and Economics									
1st year	57	22	79	64	31	95	36	21	57
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	57	22	79	64	31	95	36	21	57
Gender									
1st year	-	7	7	-	19	19	-	19	19
Subsequent years	-	2	2	-	-	-	-	2	2
Totals	-	9	9	-	19	19	-	21	21
Gender and Development									
1st year	1	13	14	-	11	11	1	19	20
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	1	13	14	-	12	12	1	19	20
Gender and Social Policy									
1st year	1	8	9	-	7	7	-	6	6
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	1	8	9	-	8	8	-	6	6
Gender and the Media									
1st year	1	7	8	-	15	15	1	9	10
Subsequent years	-	-	-	-	1	1	-	1	1

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Totals	1	7	8	-	16	16	1	10	11
Global History									
1st year	6	5	11	12	7	19	9	3	12
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	6	5	11	13	7	20	9	3	12
Global Market Economics									
1st year	6	12	18	11	7	18	11	8	19
Subsequent years	5	4	9	7	10	17	10	5	15
Totals	11	16	27	18	17	35	21	13	34
Global Media and Communications									
1st year	7	9	16	7	12	19	4	9	13
Subsequent years	-	-	-	6	14	20	9	19	28
Totals	7	9	16	13	26	39	13	28	41
Health and Social Services									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	3	3	6	-	-	-	-	-	-
Totals	3	3	6	-	-	-	-	-	-
Health Policy, Planning and Finance									
1st year	23	20	43	16	15	31	17	19	36
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	23	20	43	16	15	31	17	19	36
Health, Population and Society									
1st year	4	12	16	2	15	17	2	12	14
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	4	12	16	2	16	18	2	13	15
History of International Relations									
1st year	30	39	69	31	34	65	45	28	73
Subsequent years	-	1	1	1	2	3	3	1	4
Totals	30	40	70	32	36	68	48	29	77
Housing									
1st year	19	21	40	11	17	28	20	17	37
Subsequent years	11	20	31	15	15	30	14	12	26
Totals	30	41	71	26	32	58	34	29	63
Human Geography Research									
1st year	2	2	4	1	4	5	1	-	1
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	2	2	4	1	5	6	1	-	1
Human Resource Management									
1st year	-	-	-	7	25	32	7	29	36
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	7	25	32	7	30	37
Human Rights									
1st year	7	24	31	6	25	31	7	27	34
Subsequent years	-	-	-	-	2	2	-	1	1
Totals	7	24	31	6	27	33	7	28	35
Industrial Relations and Personnel Management									
1st year	32	102	134	8	32	40	-	-	-
Subsequent years	2	5	7	1	4	5	1	3	4
Totals	34	107	141	9	36	45	1	3	4
International Accounting and Finance									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	-	-
International Health Policy									
1st year	14	10	24	15	11	26	12	16	28
Subsequent years	1	1	2	2	1	3	-	1	1
Totals	15	11	26	17	12	29	12	17	29
International Relations									
1st year	39	54	93	45	58	103	40	43	83
Subsequent years	1	-	1	-	3	3	-	1	1
Totals	40	54	94	45	61	106	40	44	84
International Employment Relations & Human Resource Management									
1st year	-	-	-	21	44	65	21	48	69
Subsequent years	-	-	-	1	-	1	1	2	3
Totals	-	-	-	22	44	66	22	50	72
Law and Accounting									
1st year	19	13	32	27	15	42	11	14	25
Subsequent years	-	-	-	1	1	2	-	-	-
Totals	19	13	32	28	16	44	11	14	25
Law, Anthropology and Society									
1st year	-	-	-	-	-	-	3	12	15
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	3	12	15
LLM									

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1st year	89	97	186	117	118	235	98	128	226
Subsequent years	5	5	10	9	12	21	4	8	12
Totals	94	102	196	126	130	256	102	136	238
LLM (Labour Law)									
1st year	6	6	12	8	8	16	-	-	-
Subsequent years	1	-	1	-	1	1	-	-	-
Totals	7	6	13	8	9	17	-	-	-
Local Economic Development									
1st year	11	20	31	19	20	39	16	14	30
Subsequent years	-	1	1	-	-	-	2	-	2
Totals	11	21	32	19	20	39	18	14	32
Management									
1st year	50	41	91	42	40	82	44	40	84
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	50	41	91	42	40	82	44	40	84
Management and Regulation of Risk									
1st year	12	5	17	19	8	27	17	11	28
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	12	5	17	19	8	27	17	11	28
Management of Non Governmental Organisations									
1st year	6	9	15	10	18	28	4	12	16
Subsequent years	-	-	-	1	1	2	-	2	2
Totals	6	9	15	11	19	30	4	14	18
Media and Communications									
1st year	11	47	58	19	34	53	15	31	46
Subsequent years	2	-	2	-	2	2	2	-	2
Totals	13	47	60	19	36	55	17	31	48
Media and Communications Regulation and Policy									
1st year	6	8	14	9	14	23	4	5	9
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	6	8	14	9	14	23	4	5	9
Nationalism and Ethnicity									
1st year	3	12	15	6	9	15	7	13	20
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	3	13	16	6	9	15	7	13	20
New Media, Information and Society									
1st year	4	8	12	11	22	33	5	15	20
Subsequent years	1	1	2	-	1	1	-	-	-
Totals	5	9	14	11	23	34	5	15	20
Operational Research									
1st year	29	17	46	28	18	46	27	20	47
Subsequent years	2	1	3	-	2	2	5	2	7
Totals	31	18	49	28	20	48	32	22	54
Organisational and Social Psychology									
1st year	11	38	49	12	47	59	9	39	48
Subsequent years	1	-	1	2	-	2	1	1	2
Totals	12	38	50	14	47	61	10	40	50
Philosophy and History of Science									
1st year	7	2	9	9	3	12	9	3	12
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	7	2	9	9	3	12	9	3	12
Philosophy of the Social Sciences									
1st year	5	4	9	14	-	14	11	3	14
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	5	4	9	14	1	15	11	4	15
Philosophy, Policy and Social Value									
1st year	9	9	18	23	9	32	9	9	18
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	9	9	18	23	9	32	10	9	19
Political Sociology									
1st year	8	7	15	5	9	14	8	11	19
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	8	7	15	6	9	15	8	11	19
Political Theory									
1st year	24	10	34	27	11	38	22	13	35
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	24	10	34	27	11	38	22	14	36
Politics of the World Economy									
1st year	32	30	62	47	38	85	35	31	66
Subsequent years	1	-	1	1	1	2	1	2	3
Totals	33	30	63	48	39	87	36	33	69
Population and Development									
1st year	2	5	7	2	11	13	3	22	25
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	2	6	8	2	11	13	3	22	25

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Public and Economic Policy (MPA)									
1st year	-	-	-	-	-	-	8	10	18
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	8	10	18
Public Financial Policy									
1st year	5	5	10	5	2	7	4	-	4
Subsequent years	6	2	8	3	6	9	5	1	6
Totals	11	7	18	8	8	16	9	1	10
Public Policy and Administration									
1st year	22	22	44	25	14	39	20	17	37
Subsequent years	-	1	1	-	1	1	-	-	-
Totals	22	23	45	25	15	40	20	17	37
Real Estate Economics and Finance									
1st year	12	4	16	19	4	23	9	9	18
Subsequent years	-	-	-	-	-	-	3	-	3
Totals	12	4	16	19	4	23	12	9	21
Regional and Urban Planning Studies									
1st year	7	15	22	9	11	20	14	15	29
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	7	16	23	9	11	20	14	15	29
Regional Science									
1st year	-	-	-	-	-	-	2	-	2
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	2	-	2
Regulation									
1st year	12	7	19	13	11	24	8	17	25
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	12	7	19	13	11	24	8	17	25
Religion and Contemporary Society									
1st year	1	1	2	2	4	6	-	-	-
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	1	2	3	2	4	6	-	-	-
Russian and Post Soviet Studies									
1st year	4	11	15	7	9	16	7	11	18
Subsequent years	-	-	-	-	1	1	-	1	1
Totals	4	11	15	7	10	17	7	12	19
Social and Public Communication									
1st year	-	-	-	-	-	-	9	23	32
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	9	23	32
Social Anthropology									
1st year	14	9	23	8	20	28	6	15	21
Subsequent years	3	1	4	1	-	1	-	-	-
Totals	17	10	27	9	20	29	6	15	21
Social Policy and Planning									
1st year	9	22	31	6	26	32	9	22	31
Subsequent years	2	9	11	3	6	9	1	6	7
Totals	11	31	42	9	32	41	10	28	38
Social Policy and Planning in Developing Countries									
1st year	19	39	58	8	47	55	19	32	51
Subsequent years	-	-	-	1	2	3	1	1	2
Totals	19	39	58	9	49	58	20	33	53
Social Psychology									
1st year	4	22	26	4	18	22	3	14	17
Subsequent years	-	1	1	-	3	3	1	1	2
Totals	4	23	27	4	21	25	4	15	19
Social Research Methods									
1st year	4	16	20	5	20	25	9	22	31
Subsequent years	1	2	3	1	3	4	1	5	6
Totals	5	18	23	6	23	29	10	27	37
Sociology									
1st year	6	6	12	9	17	26	10	13	23
Subsequent years	-	2	2	-	-	-	-	1	1
Totals	6	8	14	9	17	26	10	14	24
Statistics									
1st year	6	9	15	9	7	16	7	9	16
Subsequent years	1	-	1	-	2	2	1	2	3
Totals	7	9	16	9	9	18	8	11	19
Theory and History of International Relations									
1st year	11	10	21	9	22	31	11	14	25
Subsequent years	1	1	2	-	1	1	-	-	-
Totals	12	11	23	9	23	32	11	14	25
Voluntary Sector Organisation									
1st year	6	11	17	5	13	18	9	7	16
Subsequent years	5	8	13	2	2	4	1	1	2

Analysis of Regular and Other Students: 2001-2004 - continued

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Totals	11	19	30	7	15	22	10	8	18
TOTAL: TAUGHT MASTERS STUDENTS									
1st year	1250	1467	2717	1444	1611	3055	1279	1550	2829
Subsequent years	66	84	150	85	133	218	95	113	208
Totals	1316	1551	2867	1529	1744	3273	1374	1663	3037

4. Diploma students

(Figures based on count at 31 May)
Analysis of Regular and Other Students: 2001-2004

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
4. DIPLOMA STUDENTS									
Accounting and Finance									
1st year	14	14	28	15	9	24	13	4	17
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	14	14	28	15	9	24	13	4	17
Business Studies									
1st year	-	-	-	-	1	1	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	-	-	-
Sociology									
1st year	1	-	1	-	-	-	-	1	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	1	1
World Politics									
1st year	8	10	18	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	8	10	18	-	-	-	-	-	-
TOTAL: DIPLOMA STUDENTS									
1st year	23	24	47	15	10	25	13	5	18
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	23	24	47	15	10	25	13	5	18

5. Research fee/Visiting research students

(Figures based on count at 31 May)
Analysis of Regular and Other Students: 2001-2004

	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
5. RESEARCH FEE/VISITING RESEARCH STUDENTS									
Accounting and Finance	2	2	4	1	2	3	1	1	2
Anthropology	-	1	1	-	1	1	-	-	-
Economic History	-	-	-	-	-	-	1	-	1
Economics	-	-	-	-	1	1	1	2	3
European Institute	1	1	2	-	-	-	-	-	-
Gender Institute	-	-	-	-	1	1	-	-	-
Geography and Environment	-	-	-	-	-	-	-	2	2
Government	3	2	5	1	2	3	2	2	4
Industrial Relations	3	1	4	-	-	-	2	1	3
International Relations	-	-	-	-	-	-	-	1	1
Law	1	1	2	-	1	1	-	1	1
Management	-	-	-	-	1	1	-	-	-
Media and Communications	-	-	-	-	-	-	-	1	1
Operational Research	-	-	-	-	-	-	1	-	1
Philosophy	-	-	-	-	1	1	1	-	1
Social Policy	-	1	1	-	-	-	-	-	-
Social Psychology	1	-	1	-	-	-	-	-	-
Sociology	-	-	-	1	-	1	-	1	1
TOTAL: RESEARCH FEE STUDENTS	11	9	20	3	10	13	9	12	21

6. Exchange students

(Figures based on count at 31 May)

Analysis of Regular and Other Students: 2001-2004

6. EXCHANGE STUDENTS Previous Next	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	16	13	29	22	24	46	26	20	46

7. TRIUM EMBA

(Figures based on count at 31 May)

Analysis of Regular and Other Students: 2001-2004

7. TRIUM EMBA 1st year Subsequent years Totals	SESSION 2001-2002 STUDENT NUMBERS			SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
	27	2	29	27	8	35	-	-	-
	-	-	-	27	2	29	27	8	35
	27	2	29	54	10	64	27	8	35
TOTAL: ALL POSTGRADUATE STUDENTS	2009	2067	4076	2265	2286	4551	2097	2208	4305
TOTAL: ALL UNDERGRADUATE STUDENTS	1956	1612	3568	2030	1766	3796	2133	1943	4076
TOTAL: ALL STUDENTS	3965	3679	7644	4295	4052	8347	4230	4151	8381

Analysis of Overseas Students by Domicile: 2001-2004

(Figures based on count at 31 May)

Analysis of Overseas Students by Domicile: 2001-2004

COUNTRY OF DOMICILE	2001-2002			2002-2003			2003-2004		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Albania	1	1	2	1	-	1	1	-	1
Algeria	-	-	-	-	-	-	1	-	1
Angola	-	1	1	-	1	1	-	1	1
Anguilla	1	-	1	2	-	2	1	-	1
Antigua	1	-	1	-	-	-	-	-	-
Argentina	4	26	30	-	27	27	-	21	21
Armenia	-	4	4	-	5	5	-	5	5
Australia	9	26	35	5	38	43	7	31	38
Austria	29	33	62	19	39	58	18	25	43
Azerbaijan	-	1	1	-	-	-	1	-	1
Bahamas	1	1	2	-	1	1	-	2	2
Bahrain	5	1	6	6	3	9	9	2	11
Bangladesh	7	4	11	8	6	14	10	10	20
Barbados	-	1	1	-	4	4	-	1	1
Belarus	2	-	2	1	1	2	3	3	6
Belgium	19	43	62	18	41	59	16	31	47
Belize	-	-	-	-	-	-	-	1	1
Bermuda	-	1	1	-	2	2	1	-	1
Bhutan	-	-	-	-	1	1	-	-	-
Bolivia	1	1	2	1	2	3	-	-	-
Bosnia	-	3	3	-	5	5	-	2	2
Botswana	-	2	2	1	-	1	1	1	2
Brazil	12	36	48	6	58	64	3	49	52
Brunei	8	-	8	5	2	7	5	-	5
Bulgaria	12	7	19	7	12	19	11	12	23
Burma	-	-	-	1	1	2	-	2	2
Burundi	-	-	-	-	1	1	-	1	1
Cambodia	-	-	-	-	1	1	1	1	2
Canada	24	162	186	27	181	208	29	165	194
Cayman Islands	2	-	2	1	2	3	-	1	1
Chile	-	18	18	-	16	16	-	13	13
China (People's Republic)	50	107	157	97	199	296	151	244	395
Colombia	-	22	22	1	18	19	1	19	20
Costa Rica	-	-	-	-	2	2	-	3	3
Croatia	-	7	7	-	4	4	-	8	8
Cuba	-	1	1	-	-	-	-	1	1
Cyprus	59	17	76	50	28	78	44	23	67
Czech Republic	3	4	7	4	6	10	4	3	7
Denmark	7	24	31	4	34	38	1	27	28
Dominican Republic	-	-	-	-	-	-	-	2	2
East Timor	-	-	-	-	1	1	-	1	1
Ecuador	3	2	5	3	2	5	1	5	6
Egypt	-	10	10	-	12	12	2	5	7

Analysis of Overseas Students by Domicile: 2001-2004 - continued

COUNTRY OF DOMICILE	2001-2002			2002-2003			2003-2004		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Eire	3	30	33	-	32	35	2	30	32
El Salvador	-	-	-	-	-	-	1	1	2
Estonia	-	3	3	-	2	2	1	1	2
Ethiopia	1	-	1	4	1	5	2	1	3
Finland	22	12	34	23	22	45	19	12	31
France	48	109	157	36	133	169	39	101	140
French West Indies	-	1	1	-	-	-	-	-	-
Georgia	-	2	2	-	1	1	-	4	4
Germany	104	181	285	109	198	307	108	186	294
Ghana	4	11	15	3	17	20	3	10	13
Gibraltar	2	-	2	2	-	2	3	-	3
Greece	19	185	204	22	194	216	30	172	202
Guatemala	-	2	2	-	-	-	-	-	-
Haiti	1	-	1	-	-	-	1	1	2
Hong Kong	151	46	197	160	38	198	198	34	232
Hungary	4	6	10	4	9	13	2	6	8
Iceland	-	9	9	-	10	10	-	13	13
India	39	130	169	41	158	199	40	140	180
Indonesia	9	5	14	11	4	15	8	10	18
Iran	2	2	4	2	4	6	1	3	4
Israel	1	29	30	5	34	39	4	33	37
Italy	26	163	189	25	165	190	23	126	149
Ivory Coast	2	2	4	1	1	2	-	1	1
Jamaica	1	4	5	2	3	5	3	5	8
Japan	14	117	131	25	81	106	30	97	127
Jordan	1	2	3	3	2	5	3	4	7
Kazakhstan	7	1	8	9	5	14	6	5	11
Kenya	41	12	53	33	8	41	32	7	39
Kirgizia	-	-	-	-	-	-	-	1	1
Korea (North)	1	1	2	1	1	2	-	-	-
Korea (South)	34	39	73	31	41	72	35	49	84
Kuwait	1	1	2	1	3	4	-	3	3
Kyrgyzstan	-	-	-	1	3	4	-	3	3
Latvia	3	-	3	3	5	8	5	3	8
Lebanon	2	24	26	4	23	27	5	18	23
Libya	1	-	1	-	1	1	-	1	1
Lithuania	2	2	4	5	1	6	6	2	8
Luxembourg	8	5	13	9	7	16	9	7	16
Macedonia	-	1	1	1	1	2	1	2	3
Madagascar	-	-	-	-	-	-	-	1	1
Malagasy Republic	-	-	-	-	-	-	-	1	1
Malawi	-	-	-	-	1	1	-	-	-
Malaysia	144	18	162	164	20	184	182	21	203
Maldives	2	2	4	2	-	2	1	-	1
Mali	-	-	-	-	-	-	-	1	1
Malta	-	7	7	-	3	3	-	2	2
Mauritania	-	-	-	-	1	1	-	-	-
Mauritius	41	3	44	50	8	58	54	2	56
Mexico	6	55	61	8	63	71	7	54	61
Moldova	2	-	2	4	1	5	4	-	4
Monaco	1	-	1	2	-	2	1	-	1
Morocco	1	2	3	-	2	2	-	1	1
Mozambique	-	-	-	1	1	2	1	1	2
Nepal	1	5	6	2	2	4	2	4	6
Netherlands	11	26	37	9	40	49	6	30	36
New Caledonia	-	-	-	-	1	1	-	-	-
New Zealand	3	10	13	2	14	16	1	12	13
Nicaragua	-	1	1	1	2	3	-	-	-
Nigeria	5	18	23	4	26	30	9	15	24
Norway	20	73	93	26	65	91	23	72	95
Oman	-	1	1	1	-	1	1	1	2
Pakistan	34	28	62	35	27	62	44	35	79
Panama	-	-	-	1	-	1	1	1	2
Peru	4	13	17	4	22	26	4	23	27
Philippines	3	5	8	4	2	6	6	5	11
Poland	12	12	24	13	13	26	17	16	33
Portugal	5	28	33	2	34	36	4	24	28
Puerto Rico	-	3	3	-	-	-	1	-	1
Qatar	2	1	3	1	-	1	2	1	3
Romania	3	2	5	5	7	12	6	11	17
Russia	40	24	64	37	35	72	44	25	69
Saudi Arabia	5	2	7	5	2	7	7	4	11
Senegal	1	-	1	-	-	-	-	-	-
Serbia	-	-	-	-	1	1	1	-	1
Seychelles	1	-	1	2	-	2	1	-	1
Sierra Leone	-	1	1	-	2	2	-	-	-

Analysis of Overseas Students by Domicile: 2001-2004 - continued

COUNTRY OF DOMICILE	2001-2002			2002-2003			2003-2004		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Singapore	162	36	198	173	40	213	178	39	217
Slovakia	1	3	4	2	3	5	3	4	7
Slovenia	2	3	5	2	8	10	-	6	6
South Africa	2	12	14	6	18	24	5	15	20
Spain	12	64	76	16	50	66	15	59	74
Sri Lanka	13	5	18	12	6	18	9	5	14
St Kitts & Nevis	-	-	-	-	1	1	-	-	-
St Lucia	-	-	-	-	1	1	-	1	1
St Vincent	1	-	1	-	-	-	1	-	1
Sudan	-	1	1	-	1	1	-	-	-
Swaziland	1	-	1	-	1	1	-	1	1
Sweden	49	34	83	46	36	82	40	36	76
Switzerland	24	38	62	24	55	79	24	47	71
Taiwan	15	43	58	12	38	50	8	35	43
Tajikistan	1	-	1	1	1	2	-	1	1
Tanzania	3	2	5	1	2	3	5	2	7
Thailand	28	27	55	32	29	61	30	34	64
Tonga	-	-	-	-	-	-	1	-	1
Trinidad and Tobago	6	3	9	8	2	10	7	-	7
Tunisia	-	2	2	-	2	2	-	-	-
Turkey	5	41	46	7	51	58	10	47	57
Uganda	2	9	11	-	6	6	-	2	2
Ukraine	7	5	12	10	7	17	11	6	17
United Arab Emirates	6	2	8	8	3	11	9	2	11
Uruguay	-	2	2	-	1	1	-	3	3
USA	288	457	745	302	655	957	273	617	890
Uzbekistan	1	-	1	1	-	1	3	1	4
Vanuatu	-	-	-	-	-	-	-	1	1
Venezuela	-	10	10	-	9	9	-	10	10
Vietnam	6	1	7	12	3	15	19	2	21
Virgin Isles UK	-	-	-	-	-	-	-	2	2
West Indies	-	2	2	-	1	1	-	2	2
Yugoslavia	2	6	8	1	9	10	1	8	9
Zambia	2	-	2	5	1	6	2	-	2
Zimbabwe	8	2	10	12	5	17	10	3	13
GRAND TOTAL	1808	2853	4661	1925	3404	5329	2036	3167	5203
1. THE CONTINENTS OF:									
EUROPE	566	1177	1743	547	1323	1870	550	1152	1702
ASIA	759	726	1485	883	834	1717	1015	895	1910
AFRICA	115	90	205	121	119	240	127	73	200
NORTH AMERICA	332	692	1024	352	920	1272	326	860	1186
SOUTH AMERICA	24	132	156	15	155	170	9	143	152
AUSTRALASIA	12	36	48	7	53	60	9	44	53
TOTAL	1808	2853	4661	1925	3404	5329	2036	3167	5203
2. MEMBERSHIP OF THE COMMONWEALTH	622	524	1146	652	629	1281	675	550	1225
3. MEMBERSHIP OF THE EUROPEAN UNION	362	937	1299	341	1024	1365	330	866	1196

GENERAL ACADEMIC REGULATIONS

General

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

Admission

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

Registration

- A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student.
- The Academic Registrar may require any relevant documentation to be produced for inspection to establish the personal details and educational attainment of a person seeking registration.
- A student is required to register annually during the programme of study, according to procedures determined by the Academic Registrar from time to time. The requirements for registration beyond initial registration are as follows:
 - 10.1 to have satisfied the academic requirements for progression from the previous year of study, and
 - 10.2 to have completed all forms required by the School as part of the re-registration process, and
 - 10.3 to have paid all fees and charges due to the School or to the University or to have provided guarantees of such payment satisfactory to the School, and
 - 10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.
- Registration shall be effected in person at the School unless the Academic Registrar prescribes an alternative procedure.
- Registration may be full or provisional. Full registration shall be valid until the end of the then academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the nearer. Provisional registration shall last until such time as the School shall prescribe in each case.
- Students are entitled to take part in all prescribed learning activities and to use all the relevant services of the School as set out from time to time, for the period of their registration.
- On full registration the Academic Registrar shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar from time to time.
- Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without special permission to use any facilities or services of the School or to receive any teaching or to be assessed.
- A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education whether in the University or elsewhere.
- A student is required to attend to his or her studies by attending classes and producing promptly the written work required. Dereliction will result first in a warning, and if continued will result in exclusion from assessment or from the School as appropriate.

Assessment

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

Grievances and appeals

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

Termination of registration

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

POLICY STATEMENT ON EQUALITY AND DIVERSITY

The London School of Economics and Political Science is committed to promoting equality and diversity in order to deliver the best possible service to its students, staff and the wider community, in accordance with its Articles of Government. Equality of opportunity means that the School views the diverse origins and backgrounds of its employees positively; and that it seeks to become as varied an employment community as it can. In recognising that everyone is different, equal value is given to the unique contribution that all employees' skills, knowledge and experience enable them to make. In all employment relationships entered into by the School, it will seek to ensure that people are treated equitably, regardless of age (subject to statutory retirement requirements), disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation, personal circumstances, political affiliation or trade union membership. The School aims to achieve this commitment by ensuring that its employment policies, training and development reflect the principles laid down in this statement, as well as its obligations under the Law. The contribution of effective workforce monitoring processes is also recognised by the School, in particular with regard to its obligations under the Race Relations (Amendment) Act, 2000. The School is committed to enabling all employees to achieve their full potential in an environment characterised by dignity and mutual respect.

SCHOOL'S POLICY ON DISABILITY

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

- Maximising accessibility to the School's services and activities for staff, students, alumni, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated less favourably on the ground of disability.
 - Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School's services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so.
 - Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not be denied access to education.
 - Creating, maintaining and disseminating information about services, support and facilities available for staff, students, alumni, visitors and prospective staff and students with disabilities.
 - For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA: *'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'*
- In recognition of evolving case law, this includes, but is not limited to: *sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.*
- This policy was agreed by Council 25th June 2002*

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

A few of these procedures are currently under review. For an updated version, please contact Kevin Haynes in the Secretariat on 020 7955 7823 or k.j.haynes@lse.ac.uk

Preamble

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

Alterations and Additions

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

General

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

Friendly settlement (conciliation) procedure

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

15. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act

1998. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').

- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1998. He or she must observe the instructions given by the supervisor relating to the security and use of the data, and consult with the supervisor in cases of doubt over the interpretation of the Act or the use of data; consult with the supervisor before new personal data sets are created; and make available to the supervisor the means by which data can be retrieved.

Misconduct

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

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
- oral reprimand
 - reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file
 - a compensation order representing the value of any property damage
 - a fine not exceeding £250, which shall be paid within four weeks, or such greater time as the Director may allow, of its being notified to the student in writing. The School reserves the right to withhold, or, where appropriate to ask the University to withhold, the award of a degree or diploma to a student until a fine under this Regulation has been paid. Every five years the Student Support and Liaison Committee will review the level of maximum fine
 - suspension from any or all of the facilities of the School for a specified period
 - expulsion from the School

In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend its coming into force conditionally upon the good behaviour of the offender during the remainder of his or her membership of the School.

Miscellaneous

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

Annex A

Disciplinary Procedures

- Where any member of the staff or any student of the School believes that a breach of Regulations for Students has been committed by a student of the School he or she may file a complaint against the student for misconduct.
- Any such complaint shall be filed in writing with the Secretary, who shall cause the complaint to be investigated. If as a result of the investigation the Secretary is satisfied that there is a case to answer, the complaint will be referred to a Deputy Director or other person authorised by the Director. The Deputy Director or other person shall decide either that the complaint shall not be proceeded with, or that the complaint shall be proceeded with before a Board of Discipline; or that the matter should be reported to the police. Where the decision is made to proceed with a Board of Discipline:
 - the Director or other person authorised by the Director shall formulate the charge or cause it to be formulated, and convene the Board of Discipline;
 - the Secretary may, where in exceptional circumstances such as the danger of an immediate breach of public order or of physical injury to an individual it is in his or her opinion necessary to do so, recommend to the Director or other person authorised by the Director, who may so authorise, the immediate suspension of the student or students complained against from all or any specified use of School facilities. If the exceptional circumstances referred to continue any suspension under this paragraph may be reviewed and renewed at the end of three weeks. No suspension under this paragraph shall be construed as a penalty, nor shall any record of such suspension be placed on the file of a student unless such student is found to be guilty of a discipline charge laid against him or her, or found to be guilty of a criminal offence involving a breach of public order, physical injury to an individual, or damage to property belonging to the School.
- Subject to paragraphs 5 and 6 of this Annex, a Board of Discipline shall comprise two members drawn from the Panel of Student members for Boards of Discipline constituted as described in paragraph 4 of Annex B, one member drawn from the Panel of Lay Governors for Boards of Discipline constituted as described in paragraph 6 of Annex B, and two members drawn from the Panel of Academic Members for Boards of Discipline constituted as described in paragraph 7 of Annex B. Provided it is otherwise duly constituted, a Board of Discipline shall not be constitutionally invalid if it lacks student members because there exists no duly constituted Panel of Student Members for Boards of Discipline. Selection of members of a Board of Discipline under paragraph 4 of this annex shall not be invalid only by reason of the fact that at the time of selection the number of members of the Panel is less than that specified in paragraph 4, paragraph 6 or paragraph 7 of Annex B, as the case may be. The Board, once convened from the appropriate Panels by lot, shall choose its own Chairman from among the one lay governor member and the two academic members.
- The members of a Board of Discipline shall be selected from the appropriate Panels by lot. No person shall be eligible for selection as a member of a Board if he or she is the subject of the case intended to be referred to that Board, or if he or she is the person who has brought the complaint, or if in the opinion of the person convening the Board, it would be unfair to the person who is the subject of the case if he or she were to be selected. The person who is the subject of the case, or his or her representative, shall have the right to challenge the membership of any member of the Board; such challenge must be submitted to the Director, who shall determine whether or not the challenge is successful, not later than 3 days after the subject of the case has been informed in writing of the date of the meeting of the Board of Discipline. If the challenge is successful, that member shall be replaced by another person selected in a like manner. For a person selected to be a member of the Board, service on the Board may only be excused by the consent of the Director.
- If a person who has been selected as a member of a Board of Discipline, and to whom not less than 72 hours notice of its convening has been dispatched, is absent during any part of the proceedings of the Board, he or she shall thereafter take no further part in the proceedings and his or her

absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chairman) falls below 3.

- A student against whom charges of misconduct are laid shall have the right, if he or she so wishes, to be heard by a Board of Discipline without student members provided it is otherwise properly constituted.
- At least one week before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.
- In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

Annex B

Student Support and Liaison Committee, Panel of Student Members for Boards of Discipline, Panel of Lay Governor Members for Boards of Discipline, Panel of Academic Members for Boards of Discipline

- The Student Support and Liaison Committee shall consider appropriate regulatory mechanisms for student activities and School Rules and Regulations for students, and may appoint such groups as it sees fit for the purpose.
- The Student Support and Liaison Committee may make recommendations to the Council for alterations and additions to the Regulations for Students. The Committee may also make recommendations to the Director on Rules for the Conduct of School Affairs, and the Director or any other person authorised by the Director may make and issue Rules that are not inconsistent with the Regulations for Students after consultation with the Committee. The Director or any other person authorised by the Director may also, in circumstances which in the opinion of the Director or other such person constitute an emergency, issue Instructions for the duration of the emergency.
- The student members of the Student Support and Liaison Committee shall be elected annually. The election shall be carried out by the Returning Officer of the Students' Union in accordance with the normal procedure for the election of student members of School committees.
- The Panel of Student Members of Boards of Discipline shall consist of ten persons who are registered full-time students selected annually by lot in accordance with paragraph 5 of this Annex.
- The annual selection of members of the Panel of Student Members for Boards of Discipline shall be made by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection the Secretary shall seek the advice of an Appointed Teacher in Statistics of the University. The Secretary shall exclude from the selection students whose courses the Secretary expects will be completed during the year of selection. The Secretary shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the panel. If within 14 days of this notification any of the persons selected has not given his or her consent, further selections shall be made in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selecting in like manner from the same group of persons. The General Secretary of the Students' Union shall be entitled to appoint a student to observe the conduct of the selection.
- The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Council, provided that no Governor who is a member of the Council shall be a member of the Panel. The appointment of Lay Governors to the Panel shall take place in the year preceding the year of office. Additional appointments may be made during the year of office to fill casual vacancies.
- The Panel of Academic Members for Boards of Discipline shall consist of ten members of the academic staff who are Appointed or Recognised Teachers of the University of London of at least two years standing at the time of selection. They shall be selected annually by lot in accordance with paragraph 8 of this Annex, provided that no member of the Student Support and Liaison Committee shall be a member of the Panel.
- The annual selection of the Panel of Academic Members for Boards of Discipline shall be made by the Secretary in the academic year preceding the year of office using a random selection process. In making this selection the Secretary shall seek the advice of an appointed teacher in Statistics of the University. The Secretary shall exclude from the selection persons whom the Secretary expects will be absent from the School for any period in term time exceeding four weeks during the year of office for which the selection is made. The Secretary shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the Panel. If within 14 days of this notification any of the persons selected has not given this consent, the Secretary shall make further selection in like manner until ten persons have been selected and who have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selection in like manner from the same group of persons.
- The year of office of members of each Panel shall commence on 1 August each year.

Annex C

- Where an allegation of misconduct has been made, the complainant and the respondent shall have the right to receive, if they so wish, advice and counselling from the School or other appropriate professional individuals or organisations.
- Advice and counselling given by the School will inform the individuals involved of the nature of any proceedings which may be taken, their rights, and courses of action open to them. Counselling will be available in respect of the personal welfare of the individuals involved.
- The Dean of Undergraduate Studies or the Dean of the Graduate School or the Adviser to Women Students, as appropriate, will normally be responsible for ensuring that advice and counselling is available to students; and the Staffing Officer will be responsible for ensuring that advice and counselling is available to members of staff.

REGULATIONS ON ASSESSMENT OFFENCES AND PLAGIARISM

Introduction

- These Regulations apply to the making of allegations of assessment misconduct against any student, to the subsequent hearing of those allegations and the actions that may then follow. They apply to all work submitted by a student for any kind of opinion or assessment by staff of the School or under School regulations. Allegations of plagiarism against a student that are outside these Regulations, for example in connection with external publications, shall fall under the regulations governing student discipline and may also fall under those governing academic conduct.
 - In these Regulations the following definitions apply:
script refers to work of any kind submitted for assessment or opinion by staff of the School or under School regulations,
examination board refers to the body of examiners that initially considers the work of the student, and
award means the result decided by an examination board in any course or programme, howsoever expressed.
- All action under these Regulations, whether by the student or by the School, should be expeditiously conducted.
- Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that all work presented for assessment must be that of the student and must be prepared and completed according to regulation and to the instructions of examination boards.
 - Infringement of these Regulations shall render a student liable to action under these Regulations and/or under the Regulations for Students.

Assessment offences and plagiarism

- An assessment offence can take place in connection with any work submitted for assessment in connection with the requirements of an award. The offence of plagiarism, however, can take place in any work, whether submitted for assessment in connection with the requirements for an award or for other purposes.
- Plagiarism is defined in regulations 10 and 11. An assessment offence under these Regulations is any of the following:
 - the bringing of books, notes, instruments or other materials however they are stored or transported, which might be used to the student's advantage and are not expressly permitted by the examiners under regulation 8, or the use of such articles in the examination room;
 - communication in any form by a student during the examination to another individual or individuals except where expressly permitted by the examiners;
 - in the examination room, copying or reading from the work of another student or from another student's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners;
 - offering an inducement of any kind to an invigilator, examiner or other person connected with assessment calculated to obtain an advantage not otherwise obtainable;
 - the use of software or of information stored electronically in any form that is not expressly permitted by the examiners;
 - failure to comply with the reasonable request of an invigilator under these or other regulations and rules, normally made at the end of the examination;
 - any conduct of which the result would be an advantage for the student obtained by subterfuge or action contrary to regulation or published rules;
 - the unauthorised removal from the examination room of stationery or other materials supplied by the School for examination purposes.
- An attempt to plagiarise or to commit an assessment offence is itself an assessment offence.
- The examination board shall specify such books, notes, instruments, computer files or other materials or aids as are permitted to be used in conjunction with assessment, and any such articles not expressly so specified may not be brought into, handled or consulted during an examination. Any such articles in the possession of a student on entry to the examination room must be deposited immediately with the invigilator.
- The student must on request surrender to the invigilator any books, notes, instruments, computer files or other materials or aids introduced into an examination room that are reasonably believed by the invigilator not to be permitted under regulation 8. The invigilator shall pass such articles to the School, which may make copies of such articles and may retain the original articles and the copies at its absolute discretion.
- All work for classes and seminars as well as scripts (which include, for example, examinations, essays, dissertations and any other work, including computer programs) must be the student's own work. The definition of a student's own work shall include work produced by collaboration expressly permitted by the department or institute concerned. Quotations must be placed properly within quotation marks and must be cited fully and all paraphrased material must be acknowledged completely. Infringing this requirement, whether deliberately or not, or the deliberate or accidental passing off of the work of others as the work of the student is plagiarism.
- Each department and institute is responsible for instructing students on the conventions required for the citation and acknowledgement of sources in its disciplines. The term sources includes not only published primary and secondary material from any source whatever but also information and opinions gained directly from other people, including students and tutors. The responsibility for learning the proper forms of citation lies with the individual student.

Making the allegation - preliminary and informal stages

Alleged plagiarism in work submitted for the opinion of staff of the School but not submitted in connection with the requirements for an award, including but not limited to draft chapters of theses

- Where the allegation is of plagiarism in work not submitted in connection with the requirements for an award, any member of the School may make the allegation to the convener of the department or institute concerned. The convener shall be empowered to depute to a senior member of the department any actions and decisions within this part of the Regulations. The convener/deputy shall seek such evidence and advice as he/she may think necessary without contacting the student concerned. On the basis of that evidence he/she shall determine whether there is sufficient material for the student to be required to answer an allegation of plagiarism. The convener/deputy shall either:
 - immediately dismiss the allegation, in which case no record of it shall be kept on the student's file, or
 - present the whole allegation in writing to the student concerned, and conduct an interview with the student, where practicable in the presence of an officer of the Students' Union, during which the student shall have the opportunity to respond to the allegation.
- Having interviewed the student, the convener/deputy shall then have the power either:
 - to find the allegation unproved and requiring no record to be kept on the student's file, or
 - to find the allegation unproved, but that the circumstances, including but not limited to the student's explanation, make it appropriate for the allegation, explanation and finding to be kept on the student's file held by the Academic Registrar together with a note that reference should not be made to the record other than in the event the student relied upon a similar explanation in the future, or
 - to find the allegation proved and admonish the student, or
 - to admonish the student and to require the submission of a reasonable amount of further written work, or
 - to refer the case to the Secretary of the School for action under the disciplinary regulations applicable to students.
- The convener or deputy
 - following action under regulations 13.3 or 13.5 may at his or her discretion cause an appropriate adjustment to be made to the marks awarded to the student for the work in question, and
 - in the case of admonition under regulations 13.3 or 13.4 may cause a record of the case to be placed on the student's file held by the Academic Registrar.

An alleged assessment offence other than plagiarism

- Where the allegation is of plagiarism in work submitted in connection with the requirements for an award, any member of the School may make the allegation to the convener of the department or institute concerned. Where an examiner intends to make an allegation, he/she should consult any internal co-examiner(s) of the work concerned before contacting the convener.
- The convener shall be empowered to depute to a senior member of the department any actions and decisions within this part of the Regulations. The

convener/deputy shall consult an external examiner and shall seek such evidence and advice as he/she may think necessary without contacting the student concerned. On the basis of that evidence he/she shall determine whether there is sufficient material for the student to be required to answer a formal allegation of plagiarism. The convener/deputy shall either:

- 16.1 as soon as is practicable, dismiss the allegation, in which case no further reference shall be made to the allegation and no information about it shall be added to the student's file, or
 - 16.2 present the allegation formally and in writing to the student, specifying the passages of any script thought to be affected and where practicable including the suspected sources.
- If, in the opinion of the convener/deputy, the nature of the formal allegation is such that if proved it would result in no, or a very small, amendment to the decision of the examination board and there is no other justification for further time being spent on the allegation, then he/she may invite the student to consent to a disposal under this paragraph. If the student consents, a note shall be placed on his or her file held by the Academic Registrar identifying the allegation made and that no further action was taken under these regulations. The tutor or supervisor may counsel the student as to his or her future behaviour. The examination board shall not be informed of the note unless the student's final result is borderline, in which case the examination board shall be informed and entitled to take the allegation into account. If the student does not so consent the allegation shall be heard by the Assessment Misconduct Panel constituted under these Regulations.
 - Except where paragraph 17 applies, the convener/deputy shall inform the Academic Registrar who shall refer the allegation to an Assessment Misconduct Panel constituted under these Regulations.
- An alleged assessment offence other than plagiarism*
- Only an invigilator or examiner may make an allegation of an assessment offence, other than of plagiarism, against a student. An invigilator should normally make an allegation in connection with his or her report on the examination concerned. An allegation must be made confidentially in writing to the Academic Registrar.
 - The Academic Registrar shall consult the Dean of Undergraduate or Graduate Studies as appropriate ('the Dean'). If, in the opinion of the Academic Registrar and the Dean, the nature of the assessment offence is such that if proved it would result in no, or a very small, amendment to the decision of the examination board and there is no other justification for further time being spent on the allegation, then the Academic Registrar shall invite the student to consent to a disposal under this paragraph. If the student consents, a note shall be placed on his or her file held by the Academic Registrar identifying the assessment offence alleged made and that no further action was taken under these regulations. The tutor or supervisor may counsel the student as to his or her future behaviour. The examination board shall be informed of the decision after it has assessed the student unless the student's final result is borderline, in which case the examination board shall be informed and entitled to take the allegation into account. If the student does not so consent the allegation shall be heard by the Assessment Misconduct Panel constituted under these Regulations.
 - Unless regulation 20 applies, the Academic Registrar shall then either:
 - 21.1 dismiss the allegation, in which case no further reference shall be made to the allegation and no information about it shall be added to the student's file. The Academic Registrar shall inform the person making the allegation of this outcome, or
 - 21.2 present the allegation formally and in writing to the student.
 - Except where paragraph 21.1 applies, the allegation shall be heard by an Assessment Misconduct Panel constituted under these Regulations.

The assessment misconduct panels

- The Undergraduate and Graduate Studies Sub-Committees shall each annually establish an Assessment Misconduct Panel comprising four persons, normally the Chair of the Sub-Committee who shall chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation in which case the vice-chair shall chair it, two examiners and a sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation or the student shall serve when the Panel considers a case. The Academic Registrar shall appoint a secretary to the Panel and shall not personally service the Panel. All relevant documentation shall be placed before the Panel, which shall be required.
 - 23.1 to determine whether the allegation as to an assessment offence or plagiarism has been proved to the satisfaction of a majority of those present, on the balance of the evidence presented to it, and
 - 23.2 to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
- The Panel is quorate when there are three of its members present, one of whom must be the Chair.

Preparation for assessment misconduct panel consideration

- Communication with the student and any action under these Regulations shall normally be delayed pending the sitting of any examinations being imminently taken by the student.
- The secretary to the Panel shall:
 - 26.1 send to the student a copy of the allegation and any relevant documents that provide evidence of the allegation, a copy of these procedures and a proposed timetable for progressing the matter,
 - 26.2 invite the student to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case, giving a time limit of not less than seven days for the student to respond, and
 - 26.3 advise the student that he/she might wish to seek advice (if an undergraduate) from the Tutor or Departmental Tutor or (if a graduate student) from the Supervisor or Programme Director.
- If the student admits the allegation, the secretary to the Panel shall ask him/her for any written observations that would assist the Panel in determining the action to be taken.
- If the student denies the allegation and submits a statement and/or evidence, the secretary to the Panel shall pass the student's submissions to the examiner(s) or invigilator(s) concerned who may provide a written response. The secretary to the Panel should require the examiner(s)
- On receipt of the student's submissions under Regulation 26.2 and/or 27, and any responses under Regulation 28, on the expiry of the time given, the secretary to the Panel shall consult the Chair of the Undergraduate or Graduate Studies Sub-Committee as appropriate ('the Chair'). The Chair shall consider the material sent to the student under regulation 26.1, the student's submissions under Regulation 26.2 and/or 27 and any response under Regulation 28 and decide whether the allegation can be dismissed without further consideration. If it is determined that it should not proceed the Academic Registrar shall inform the student in writing, and no record of the allegation shall be placed on the student's file.
- If the Chair decides that the matter is to proceed, then a meeting of the appropriate Panel shall be called to consider the allegation. The secretary to the Panel shall:
 - 30.1 inform the student of the date on which the hearing of the allegation is to take place
 - 30.2 provide the student with a copy of any response received under Regulation 28 and any other material that the Panel is to be asked consider
 - 30.3 invite the student to attend the hearing of allegation and make representations, present evidence and question any witnesses
 - 30.4 inform the student that he/she may be accompanied or represented on the conditions set out in Regulation 32
 - 30.5 inform the student that he/she may send written submissions to the Panel.

Hearings at the assessment misconduct panel

- Where the allegation is of plagiarism, the convener/deputy is responsible for presenting the case against the student. In other cases a member of the academic or administrative staff of the School shall present the case against the student.
- The student shall be invited to comment on the allegation and the evidence. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the student. Where the student elects to be accompanied by a friend or representative he or she shall inform the secretary to the Panel of that person's background and professional qualifications at least seven days in advance of the date set for the hearing.
- Where the student has indicated that he/she is to be represented, the Academic Registrar may, with the consent of a Deputy Director, recruit a person of similar background and/or qualifications to assist the School. Such person may attend the hearing either to accompany the person presenting the case or to present the case.

34. The person presenting the case shall have the rights to see or to listen to, as appropriate, all evidence given, to question the student and other witnesses appearing before the Panel, and to submit documents to the Panel. The student and/or his/her friend or representative shall have the rights to see or to listen to, as appropriate, all evidence given, to question the witnesses appearing before the Panel and those providing written evidence, and to submit documents to the Panel.
35. The Panel shall have regard to the provision of the European Convention on Human Rights that requires that in general hearings are to be held in public but may be held in private in certain circumstances. The student shall have the right, before or at the beginning of the hearing, to request that the proceedings be held openly, except that regulation 39 shall always be observed.
36. The Panel may seek such other evidence, oral or written, as would assist it in its work. Independent expert evidence may be obtained and introduced by the student or, with the approval of a Deputy Director, by the person presenting the allegation. The Panel reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices. Any evidence requested by the Panel shall be disclosed to the student and the person presenting the case, who shall each be given the opportunity to comment upon it.
37. The Panel may adjourn the hearing. Where a hearing has recommenced, its membership shall be as originally appointed and no substitutes or replacements shall be permitted.
38. The validity of the proceedings of the Panel shall not be affected by the unwillingness or inability of the student, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Panel. Before considering the allegation in the absence of the student, the Panel must satisfy itself that Regulations 26 and 30 have been complied with and that the student has had a reasonable opportunity to respond. Where the Panel concludes that the student or his/her representative is unwilling to reply to a question or questions, the Panel may make reasonable inferences from that refusal.
39. The Panel may meet in private, with its secretary, at such times as it wishes, provided that in such meetings it does not hear evidence. At such time as the hearing of the evidence has been completed the Panel shall meet in private, with its secretary, to consider its decision.

The assessment misconduct panel's decision and subsequent action

40. If the Panel decides that the allegation has not been proved, the Academic Registrar shall so inform the student in writing. Where the allegation was of plagiarism, the Panel may direct that a note of the allegation, the student's explanation and the Panel's finding be kept on the student's record held by the Academic Registrar together with a note that reference should not be made to the record other than in the event the student relied upon a similar explanation in the future. In other cases, no further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
41. If the Panel decides that an offence against these Regulations has been committed by the student, or if an offence has been admitted with or without written observations submitted under Regulation 26, the Panel shall notify the examination board of its decision and shall have the power to recommend appropriate penalties to the examination board. In doing so it shall recommend penalties reflecting the seriousness of the offence, including the extent of the intention to deceive the examiners. In reaching its decision the Panel shall be mindful of the need of the School to assure the highest standards among its students.
42. The Panel may recommend one of the following penalties. In each case with a formal admonition to the student and a record being placed on the student's record held by the Academic Registrar. The word 'component' shall mean a piece of coursework, an essay, a question from a paper or such other part of the work submitted for assessment as the Panel may determine:
 - 42.1 that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the student's right to re-register for the examinations or equivalent be withdrawn, or
 - 42.2 that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - 42.3 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate and, subject to the approval of the Director, that the student be denied the right to re-register for the examinations or equivalent, or
 - 42.4 that the results in the component(s) or paper(s) concerned be cancelled and a mark of zero returned where appropriate, or
 - 42.5 that it proceed to assess the student on the basis of such components of his/her work as are unaffected by the offence.
43. The decision and recommendation of the Panel under Regulations 40 to 42 may be given to the student orally by the chair of the Panel and shall be conveyed to him/her in writing by the secretary to the Panel. The secretary to the Panel shall send to the student the report of the Panel to the examination board, at the same time that he/she sends it to the examination board.
44. Where a Panel has decided that an offence against these Regulations has been committed by the student, the student shall have the right to appeal against that decision on the following grounds:
 - 44.1 that the Panel was constituted in such a way as to cast doubt on its impartiality, and/or
 - 44.2 that there has been a material breach of these procedures that affected the fairness of the Panel's decision, and/or
 - 44.3 that relevant fresh evidence has been received that might have caused a different decision to have been made provided that it can be shown that it was neither reasonable nor practical for such evidence to have been presented to the Panel before its decision.
 Any such appeal must be received by the Academic Registrar within five working days of the date of the letter sent under Regulation 43.
45. A Deputy Director shall have the sole right of determining whether sufficient grounds are presented to warrant the reopening of the hearing. If he or she so determines, he or she shall direct a rehearing by a different Panel constituted under regulation 23.

Action by the examination board

46. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 42. It may not call into question any relevant facts established by the Panel or the Panel's decision and it shall not apply a penalty more severe than that recommended to it. The examination board may consider any written representations from the student, but any such representations may only address the penalty to be applied.
47. The decision of the examination board under regulation 44 shall be conveyed to the student in writing by the Academic Registrar.
48. Any appeal against the decision of the examination board may be made under the Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses.

Revised May 2004

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

General

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

Grounds for making an appeal

4. The sole grounds for making an appeal are that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or assessed coursework or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
5. The grounds in regulation 4 shall include but shall not be limited to
 - 5.1 miscalculation of marks.
 - 5.2 failure to consider evidence, such as medical evidence, available to the board.
6. Exceptionally it shall be permissible, subject to these Regulations, to present evidence such as medical evidence as part of the appeal provided that in the opinion of the Dean of the Graduate School or the Dean of Undergraduate Studies as appropriate (or a substitute appointed by the relevant Dean) there was good reason for such evidence not to have been presented earlier.
7. The academic judgment of a board of examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these Regulations.

Decisions in respect of which an appeal may be made

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

Procedures for making an appeal

9. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar within one calendar month of the date on which the decision against which the appeal is being made was posted to the student and if the letter of appeal has been signed and dated by the student and states all of the following information:
 - i the name of the student,
 - ii an address at which the student may be contacted during the period of the hearing of the appeal,
 - iii the examination(s) in respect of which the appeal is made,
 - iv the grounds for claiming procedural defect.
10. The Academic Registrar shall acknowledge receipt of the letter of appeal.

First stage of appeal

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

Second stage of appeal

15. Subject to these Regulations a student may appeal against a decision under Regulation 12 not to refer the matter to the board for re-consideration.
16. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 12, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
17. Exceptionally, where it appears that the facts of the case have been established beyond doubt and that reference back to the examination board would properly result in no new decision, a Deputy Director may certify the notice of appeal as invalid.
18. On receipt of a valid request under regulation 16 and 17 the Academic Registrar shall
 - 18.1 acknowledge receipt to the appellant
 - 18.2 call a meeting of the Appeals Committee as constituted under Regulations 32 to 35.
19. The Appeals Committee shall meet as soon as is practicable. The meeting will normally take place within four term-time weeks of the receipt of the valid request. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
20. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
21. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
22. The Committee may at its discretion and on behalf of the School make one of the following decisions:
 - 22.1 that the appeal be allowed and the matter be referred back to the board, or
 - 22.2 that the appeal be dismissed.
23. The Academic Registrar shall by letter convey the decision under regulation 22 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 22.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

24. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student registered on a programme leading to a degree, who remains dissatisfied with the outcome of the appeal process, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
25. A student not registered on a programme leading to a degree may submit a request for review, which must be in writing and be lodged with the Director normally within eight weeks of the date on the Academic Registrar's letter in 23 above. A request for a review will be considered only if the appellant provides evidence of one or more of the following:
 - 25.1 Significant procedural defect or material irregularity;
 - 25.2 Significant new evidence that was not presented previously for a good reason;
 - 25.3 A significant extenuating factor which was not raised previously for a good reason.

26. The Review will be conducted by a lay governor, selected by lot from the panel of lay governors established for this purpose. The lay governor must not be a member of any of the School's committees that deal with student matters. If it becomes apparent during the course of proceedings that the lay governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the lay governor whether it is appropriate for the lay governor to deal with the review.
27. The appellant will be informed of the appointment of the lay governor and can exercise the right of pre-emptory challenge up to three times.
28. The lay governor will have access to independent legal advice if required in conducting the Review.
29. The student and the School may each submit documentation in advance of the review to support their respective cases. No oral submissions may be given. The lay governor may seek additional information from both the School and the student to assist in conducting the review.
30. The lay governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings, to the appellant and to the School.
31. If the lay governor shall decide that the appeal should succeed, then the Council or its Chairman's Group shall receive a report on the matter and may advise the Academic Board that the decision of the board of examiners should be reversed. The decision of the Academic Board shall be final.

Constitution of the Appeals Committee

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

Schedule 1

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

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

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

RULES RELATING TO STUDENT ACTIVITIES

1. Preamble

These Rules deal with the use by students for extra curricular purposes of all School premises and facilities including those made available for use by the Students' Union but excluding student residential accommodation and the School's sports grounds for which separate regulations are in force. They are intended to enable students whether individually or in groups and societies, to have the fullest use of the School's facilities, while reserving to the School authorities such rights as are necessary to ensure that public and private safety are not endangered, that normal functions can be carried out, that the relevant laws are observed and that the buildings can be managed in an orderly and efficient way. The Students' Union is responsible for good order in those rooms in the East Building and the Clare Market Building which have been placed at the disposal of the Students' Union and for the exercise of reasonable care in the use of these premises and their furniture and equipment, although ultimate responsibility for security of all premises remains with the School.

2. Meetings and Functions

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

3. Conduct in Houghton Street

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

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

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

4. Times of Opening and Closing the School

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

5. Responsibility for Visitors

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

6. Admission of the Press

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

7. Sale of Alcohol on School Premises

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

8. Notice Boards

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

9. The Law of the Land

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

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

STUDENT DRUGS AND ALCOHOL POLICY

1. Student Drugs and Alcohol Policy Statement

- 1.1 The School will not condone the possession or supply of illegal drugs and is opposed to the excessive consumption of alcohol.
- 1.2 The School will seek to provide information in order to encourage those with an alcohol or drugs problem to seek support and help, and in order to encourage responsible use of alcohol.
- 1.3 The School will seek to provide guidance for members of staff on how to deal with incidents within the School involving drug use and the excessive consumption of alcohol.

2. The Legal Context concerning Illegal Drugs

- 2.1 The Legal Framework
 - 2.1.1 The use and supply of illegal drugs is a criminal offence in the United Kingdom. The Misuse of Drugs Act 1971 is intended to prevent the non-medical use of medicinal drugs as well as drugs with no current medicinal uses. Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties). Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.
- 2.2 The School's Legal Responsibility
 - 2.2.1 Under the Misuse of Drugs Act, 1971, it is an offence for the occupier of premises or persons concerned in the management of premises to allow the supply, use, or production of drugs to take place on those premises. In addition the School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors.

3. Disciplinary Action

- 3.1 The School will take appropriate disciplinary action in the case of the use, possession or supply of illegal drugs, and also in the case of unacceptable behaviour arising from excessive consumption of alcohol. This may range from a verbal reprimand to expulsion from the School and/or Hall of Residence.

4. Welfare and Support for Students

- 4.1 Details of support services where students can get confidential advice if they have an alcohol - or drug- related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages.

This policy was agreed by Council on 25th June 2002

STUDENT DRUGS AND ALCOHOL PROCEDURE

1. Purpose of Procedure

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing with a drug or alcohol related incident.

2. Dealing With Drug and Alcohol Related Incidents

It is recognised that there is a broad range of possible drug and alcohol related incidents, which vary according to, among other things, the nature of the evidence of use/misuse and according to the nature of the substance used/abused. The School's aim is to deal with all such incidents in a way that balances its legal, Health and Safety, welfare, educational and confidentiality responsibilities.

3. Different Types of Drug and Alcohol Related Incidents

- 3.1 There are four broad types of drug and alcohol related incidents, as follows:

3.1.1 Emergency Intoxication/Influence:

where intoxication/influence involves a perceived threat to the health, well being and/or safety of the individual(s) involved and others

3.1.2 Non-Emergency Intoxication/Influence:

where no immediate danger is apparent

3.1.3 Discovery:

where an individual finds a student in possession of, or using what is thought to be, an illegal drug or drug-related paraphernalia (eg, syringe)

3.1.4 Disclosure, Suspicion or Rumour:

where an allegation is made by a third party that a student is misusing drugs and/or alcohol, where this allegation may be substantiated by evidence.

- 3.2 The School recognises the legal distinction between alcohol and other drugs, and so would not normally take disciplinary or other actions for excessive use of alcohol unless there was evidence that this was causing harm to the individual, to their studies, or resulting in unacceptable behaviour towards other people or School buildings and facilities. The School expects those in positions of authority to promote a responsible attitude among students regarding the consumption of alcohol.

4. Key Stages for Dealing with a Drug or Alcohol Related Incident

Each case will be handled differently, and may involve different personnel, but all will involve three key stages:

4.1 Stage 1: Assessment of Incident and Immediate Action

A "front-line" person will make an initial assessment of the situation, and take any necessary immediate action, followed by referring the incident to the person responsible for that School building (eg, the House Manager or the Security Team Leader for main School Buildings; the Warden for Halls of Residence). This action may involve, as appropriate, confiscation of drugs/suspicious substances, contacting the police and ambulance services, and collecting of witness statements.

4.2 Stage 2: Referral

The responsible person will liaise with key individuals inside and outside the School (the Deputy Director and, as necessary, the Head of Residential Services, the LSE Health Service, SU Education and Welfare Officer, and the local Police station). The appropriate welfare referrals will be enacted and disciplinary procedures commenced where deemed necessary under the *Code of Conduct for Disciplinary Proceedings in Halls or the Regulations for Students*.

4.3 Stage 3: Recording

After the issue has been resolved, the general information about the case (stripped of any information that might identify the student involved), will be passed onto the House Manager for collation. The collated information will be used to determine the level of drug misuse in the School, and to inform directions in School Policy concerning student and staff information and training needs.

5. Sanctions

- 5.1 Each case will be considered on its own merits, and the sanctions applied via the *Code of Conduct for Disciplinary Proceedings in Halls or the Regulations for Students*, will vary. There are two broad sets of disciplinary sanctions that may apply, to a student who has committed an offence:

5.1.1 Legal

The School's buildings, including Halls of Residence and the Sports Grounds, are all governed by the legal framework regarding drugs.

5.1.2 School

Any discovery of drug usage could result in suspension or expulsion from the School (following the *Regulations for Students*), and/or expulsion from a Hall of Residence (following the *Code of Conduct for Disciplinary Proceedings in Halls of Residence*).

- 5.2 Sanctions against offenders may range from monetary fines for more minor offences, to suspension from the School and/or Hall of Residence, and legal action, for more major offences.

6. Appeals

- 6.1 Students have the right to appeal against any disciplinary sanction applied to them. The appeals procedure differs according to the regulations under which the sanctions are applied. For sanctions applied as a result of offences in Halls of Residence, the procedure is specified in the *Code of Conduct for Disciplinary Proceedings in Halls of Residence*, and for other offences the procedure is specified in the *Regulations for Students*.

This policy was agreed by Council on 25th June 2002

CODE OF PRACTICE ON FREE SPEECH

This procedure is currently under review. For an updated version, please contact Kevin Haynes in the Secretariat on 020 7955 7823 or k.j.haynes@lse.ac.uk

1. Preamble

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

(A) Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.

(B) Every member, officer and employee of the Corporation, and every student and other individual associated with the Corporation, shall be entitled to freedom of thought, conscience and religion, to hold opinions without interference, disability or disadvantage, and to freedom of expression within the law, including the right to seek, receive and impart information and ideas of all kinds.

- 1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.

- 1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:

1.3.1 UN Covenant on Civil and Political Rights, Article 19:

- (1) Everyone shall have the right to hold opinions without interference.
 (2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his or her choice.
 (3) The exercise of the rights provided for in paragraph 2 of this Article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 (a) For respect of the rights or reputations of others;
 (b) For the protection of national security or of public order or of public health or morals.

1.3.2 European Convention on Human Rights, Article 10:

- (1) Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.
 (2) The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

2. Range and application

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

3. Responsibilities of the School authorities

- 3.1 The School authorities are responsible for upholding and maintaining the principles set out in Section 1 of this Code.

3.2 The School authorities will prescribe from time to time procedures for operation of the Code; these procedures will, inter alia, specify formal arrangements for certain types of meeting or other event.

3.3 The School authorities will not deny use of School premises to any individual or body of persons on any grounds connected with the beliefs or views of that individual or of any member of that body, or with the policy or objectives of that body. This is provided that:

3.3.1 The School's premises are at all times used only for lawful purposes.

3.3.2 Room bookings are made by persons whom the School authorities regard as properly responsible, in compliance with the prescribed procedures for operation of the Code and with such reasonable requirements as the School may make.

3.3.3 Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other authorised members of the School.

3.3.4 The School authorities have authorised by general or specific permission use of the School's premises for the purpose concerned.

3.3.5 The School authorities reserve the right to refuse or withdraw permission for a meeting, or terminate a meeting once begun, or take such lawful action about a meeting including security provision as they see fit. Among circumstances in which such action might be taken would be the following:

- (a) Where the bounds of lawful free speech are exceeded or thought likely to be exceeded such as by incitement to commit crimes or breach of the peace. In particular, the School authorities will take into account the provisions of the Public Order Act 1986 which describes circumstances in which a person presenting or directing the public performance of a play; or a person distributing, showing or playing a recording of visual images or sounds; or any other person, may be guilty of an offence if he or she intends to stir up racial hatred or if, having regard to all circumstances, racial hatred is likely to be stirred up;
 (b) Where damage to School property or physical harm to persons or a breach of the peace is taking place or thought to be likely to take place;
 (c) Where the frequency of bookings made by an individual or organisation seems calculated to inhibit access to the School's facilities by others;
 (d) If unlawful acts, or acts which in the opinion of the School authorities may be unlawful, take place or are thought likely to take place, anywhere on School premises.

3.3.6 A visiting speaker may be excluded on the grounds of prior conduct engaged in with intent by him or at his instance of denying free speech to others.

3.3.7 The School reserves the right of final decision about admission or exclusion of any person, including press, television and broadcasting personnel, in respect of any meetings or events covered by this Code.

4. Responsibilities of the Students' Union

4.1 The Students' Union is responsible for compliance with this Code and all procedures for operation of the Code, as prescribed by the School authorities, which derive from it in respect of all events which:

4.1.1 are organised, sponsored, or booked by the Students' Union, its societies or officers.

4.1.2 falling into category 4.1.1, take place on School premises, as defined in Section 2 of the Code, including those which may from time to time be allocated to the Students' Union for its use.

4.2 Where a student society or other group of students advises the School that the Students' Union has decided not to transmit their booking application to the School, the School reserves the right to consider that application directly and make a final decision.

4.3 In all other respects the Students' Union has the responsibilities set out in Section 5 of the Code.

5. Responsibilities of event organisers

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

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

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

7. Sanctions

- 7.1 If any person is dissatisfied with the School authorities' exercise of their responsibilities as set out in Section 1 and 3 of the Code or with the Students' Union's exercise of its responsibilities as set out in paragraph 4 of the Code, he or she may appeal personally or in writing to the Director; a report will be made to the Council on the action the Director then takes in response to such complaint.
- 7.2 If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.
- 7.3 Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.
- 7.4 Action by anyone who is not a member of the School, including a visiting speaker, contrary to this Code, may result in the withdrawal of his or her licence to be on School premises, resulting in future exclusion from the School's premises or action for trespass if necessary.

8. Operation and interpretation of the Code

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

PRINCIPLES AND PROCEDURES FOR THE CONSIDERATION OF STUDENT COMPLAINTS

This procedure is currently under review. For an updated version, please contact Kevin Haynes in the Secretariat on 020 7955 7823 or k.j.haynes@lse.ac.uk

Principles for Complaints Management

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

Distinction between Academic and Service Complaints

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

The School will observe the following principles when investigating complaints:

Local resolution

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

Confidentiality

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

Expedition

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

Equal Opportunities

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

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

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

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

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

Preamble

i. Eligibility of complainant

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

ii. Confidentiality

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

iii. Right to be accompanied

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

iv. Hearings in the absence of the complainant

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

v. Appeal

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

vi. Remedial Action

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

vii. Delays

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

viii. Sources of Advice

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

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

Procedure

1. This procedure sets out the means by which a student who is dissatisfied with any aspect of the School's teaching, tutorial or supervisory provision or other academic or directly related administrative matter can seek redress and correction of any deficiency. [The procedure does not apply to matters arising from the results of assessment, which are governed by the *Regulations for the consideration of appeals against decisions of boards of examiners for taught courses* or, for research students, by the University of London appeal regulations.] In this procedure the term Director refers to the Director of the School or any other person authorised by the Director to act on his behalf.
2. A student who is dissatisfied must seek a remedy informally, as soon as possible; if an undergraduate through the Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies; or if a graduate student through the Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School, as appropriate.
3. A student who wishes to submit a formal complaint shall give written notice to a Deputy Director within three months of the date of the incident. The notice shall explain the grounds on which the complaint is submitted, refer to any supporting evidence and state the complainant's preferred outcome 1, without prejudice to the eventual outcome. A notice submitted after the student has ceased registration will not normally be considered.
4. The Deputy Director will arrange for the complaint to be investigated. If as a result of the investigation the Deputy Director is satisfied that the complaint should be considered further, the Deputy Director may either
 - (a) propose that the matter be dealt with informally with the student's agreement [The student's non-reply will not be interpreted as agreement.] 2 However, the student should respond to the Deputy Director's letter as soon as practically possible, as the investigation will not be able to proceed further without his/her response. If the delay in receiving the student's response is such, that it severely prejudices the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.
 - (b) or prefer that the matter be referred to the Director for formal consideration by a Grievance Committee, or under some other procedure. If the student does not agree to this course of action, the matter will proceed to the Director for action under paragraph 7.
5. If as a result of the investigation the Deputy Director decides that there is no substance to the complaint, the Deputy Director will inform the student accordingly 3 and will take no further action. A student who is not satisfied with the Deputy Director's decision may submit a written appeal to the Director 4. The Director will either uphold the Deputy Director's decision (and so inform the student) or proceed under paragraph 6 or paragraph 7.
6. If the Director decides that it would be appropriate for the complaint to be resolved informally 5, the Director will seek the agreement of the student 6. The student's non-reply to the Director will not be interpreted as agreement. However, the student should respond to the Deputy Director's letter as soon as practically possible as the investigation will not be able to proceed further without the student's response. If the delay in receiving the student's response is such to severely prejudice the continued investigation of a matter, the School will reserve the discretion not to investigate the matter further.
7. If the complaint has not been resolved informally under paragraph 6, or has been referred to the Director by the Deputy Director under paragraph 4.1(b), the Director shall either
 - 7.1 decide that the complaint could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for Academic Staff, or make a determination under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity and take action accordingly; 7 or
 - 7.2 refer the matter to a Grievance Committee appointed by the Council as set out below. 8
8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing: 9
 - 8.1 of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that

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

Footnotes

1. The Deputy Director will normally cause the matter to be investigated within 28 days of receiving the complaint.
2. The Deputy Director will notify the student of his/her intention and seek the student's consent before proceeding with a course of action. Such notification will normally occur within 28 days of receiving the student's complaint.
3. Normally within 28 days of receiving the student's complaint.
4. Normally within 14 days of receiving the Deputy Director's letter.
5. Formal consideration would result in a complaint being dealt with by a Grievance Committee or under another set of regulations, whilst informal consideration is an alternative means of resolving complaints.
6. The Director will normally notify the student of this course of action within 14 days of receiving the student's appeal under paragraph 5 or of receiving the Deputy Director's decision under paragraph 4.1(a).
7. The Director will normally notify the student in writing of his decision within 14 days of receiving either the student's appeal or a referral from the Deputy Director.
8. The student will normally be notified within 14 days of the Director having made a decision.
9. The Director will normally notify the student of details of the Grievance Committee Hearing within 14 days of his referring the matter to a Grievance Committee.
10. The student will normally be notified in writing of the decision of the Director and the reasons for that decision within 28 days of the date of the hearing.

SERVICE COMPLAINTS

This procedure is currently under review. For an updated version, please contact Kevin Haynes in the Secretariat on 020 7955 7823 or k.j.haynes@lse.ac.uk

A service complaint arises when an individual is dissatisfied with some aspect of a service that has been provided by the central administrative divisions within the School. A list of the School's Services, support and administration can be found on the Web at www.lse.ac.uk/departments/servicesSupportAndAdministration/

Most of the Divisions within the School have their own complaints policy which can be obtained from the respective Divisions. The common pathway for resolving complaints is shown below:

- i. A complainant should first contact the person that they originally dealt with;
- ii. If the matter can not be resolved it will then be referred to the local manager;
- iii. If the issue persists it will be passed onto the Head of Division;
- iv. Finally if the issue is serious or has policy implications it will be referred to the School Secretary and Director of Administration.

Further details of School services can be found in the *Undergraduate* and *Graduate handbooks*.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

This procedure is currently under review. For an updated version, please contact Kevin Haynes in the Secretariat on 020 7955 7823 or k.j.haynes@lse.ac.uk

This procedure is currently being reviewed and will be replaced by a procedure which covers all types of harassment. Please check the LSE web pages for the most up to date version of the procedure.

The procedure is designed to cover complaints made by any student - male or female - against a member of staff. This procedure is currently being reviewed. A full copy of the procedure document is available from the School's Resource Centre on the 10th Floor of Tower 1 or email LSE-Resource-Centre@lse.ac.uk

Preliminary Stages

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

Informal Procedure

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

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

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

Formal Procedure

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

Criminal Offence

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

LIBRARY AND IT SERVICES RULES OF THE LIBRARY

Conduct within the Library

1. Noise, disturbance or unseemly behaviour is prohibited, including abusive or threatening behaviour to Library staff.
2. No food or drink (other than water) is permitted in the Library's public areas.
3. Smoking is not permitted.
4. Disruptive mobile phone use is prohibited (ie talking on a phone or letting it ring). Mobile phones should be switched off or set to silent mode when entering the building.
5. Library users are asked to treat other users with consideration, in particular those with a disability.
6. No material other than official notices from the Library or the School may be distributed within the Library, without the Librarian's permission. In particular, the distribution of any material likely to damage race relations is not permitted.
7. Library furniture, fittings or equipment must not be misused or their arrangement altered.
8. Library users should not attempt to reserve study places by leaving personal belongings at desks when they have left the building. Belongings may be cleared by staff to allow others to use study places.
9. Library users may be asked to present their bag for inspection by Library staff, as well as any books or folders they are carrying.
10. Any damage or defacement of Library materials is strictly prohibited. Library users are asked to report any instances of such defacement to Library staff.

Admission to the Library

11. The Library is open for the purpose of study and research to current members of the School and other groups and individuals according to the Library's admissions policy.
12. All users must possess a current Library card or permit and show it on request. Library users are responsible for the use of their Library card and should not allow others to use it.
13. Applicants for a Library card or permit may be required to provide evidence of identification and status. Full admissions policy details are available at Library Reception and www.library.lse.ac.uk

Loan facilities and terms of borrowing

14. Current members of the School and certain categories of external users may borrow from the Library. **Details of user categories entitled to borrow are in printed Library guides and at www.library.lse.ac.uk**
15. Books listed in the Library's catalogues are normally available for borrowing, with some exceptions, detailed in Library printed guides and at www.library.lse.ac.uk
16. Loans may normally be renewed if the book is not required by the Library for another user. Special rules apply for items in high-use categories.
17. Borrowing from the Course Collection is normally restricted to registered students of the School and its staff. External users may have Course Collection items made available to them for reference use (during vacation) at the discretion of Library staff.
18. Course Collection books may not be removed from the Collection unless issued on loan.
19. A current Library card is required whenever borrowing items.
20. Library materials on loan to one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of items loaned.
21. Items on loan may be recalled at any time if required for the use of another reader.
22. All Library materials borrowed must be returned within the stipulated loan (or recall) period. Failure to do so may result in a fine.
23. Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library User Committee. Late return of materials borrowed, or failure to pay a fine imposed for late return, may result in suspension of borrowing privileges.
24. Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for in this way remains the property of the Library. **Details of borrowing regulations are in printed Library guides and at www.library.lse.ac.uk**

Use of material within the Library

25. No book or other Library property may be taken from the building at any time without authority.
26. Library users allocated a book locker may keep in it Library materials recorded as on loan to them. Checks of the lockers will be carried out by Library staff and any non-issued Library materials found will be removed. In such circumstances, the individual concerned will automatically lose the right to use the locker.
27. Special rules (displayed in the Archives Reading Room) apply to the use of rare books, manuscripts and other materials in the Archives Reading Room or administered by its staff.

Copyright

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

Use of Information Technology Services within the Library

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

Enforcement

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

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY

A detailed policy on the personal use of email and internet using School facilities which takes account of recent legislation is being constructed at the present time.

Introduction

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

Scope

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

Authorised users

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

Obligations of users

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

Detailed regulations and conditions

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

Permissions

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

Access to the systems

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

Penalties

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

CONDITIONS OF USE OF IT FACILITIES AT LSE

By accessing and/or using the IT facilities at LSE, you agree to be bound by these Conditions of Use including all documents referred to in them, and you agree to adhere to the requirements of all applicable statutory regulations and provisions. Your attention is particularly drawn to the section on working practices and the penalties including expulsion/dismissal from the School for breach of these Conditions of Use.

Working practices

1. Owing to the nature of IT systems, software and the internet, IT Services cannot guarantee the continuous availability of IT facilities and/or the data saved on those facilities. Users must save their work regularly, and take frequent back ups of data either in hard copy form, to removable media, or to a non-LSE system.
2. The School has IT security systems in place, but cannot guarantee that these will prevent every attempt to access confidential or restricted data. Users must ensure that confidential material is password protected and/or encrypted as appropriate to prevent unauthorised access by third parties.

General

3. No work of a commercial nature may be performed using the facilities provided by IT Services.
4. Users must not carry out any action (including loading any software on to the School's IT facilities) that shall or may interfere with the normal working of the School's IT facilities or may interfere with or disrupt other user's use of the School's IT facilities or access, corrupt or modify any other user's data without their consent.
5. Users must not deliberately introduce a virus, worm, trojan horse or other similar code nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.
6. Users are responsible for all use of their username. They should not make their username or password available to anyone else nor should they use any other person's username.
7. Users must not use electronic mail for the mass distribution of unsolicited messages, and must not create or distribute materials using the IT facilities which are designed or likely to cause annoyance, inconvenience or needless anxiety.
8. Users must not install or play games on any of the School's IT facilities.
9. Users must not tamper with the configuration of any LSE PC or any cables or peripheral devices attached to PCs.

Legal requirements

10. The School's IT facilities shall not be used in any way which is illegal or may expose the user or the School to the risk of civil action. Conduct forbidden because it will break the law or may result in civil action includes:
 - software - software should always be used in accordance with the terms of the relevant licence, and copying software without the licence holder's permission is prohibited. Users are required to observe the *Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments*, a copy of which is available from IT Services.
 - rights in content - users should not assume that an author has given permission for use of their work. This includes use of third party text, images, sounds, trade marks and logos (all of which are protected by intellectual property rights) in materials such as emails, documents and web pages.
 - offensive material - possessing or distributing obscene, indecent, pornographic or other material which is or may be considered offensive by other users is strictly forbidden and may be illegal depending on the material and the circumstances. In some instances referral to the police will be automatic.
 - discrimination and harassment - users may not create, distribute or access material which discriminates on the grounds or sex, race, disability or religion, which may incite any form of violence or hatred; or which may constitute harassment.
 - computer misuse - unauthorised access to accounts (including stealing or misusing a password), programs and/or data and all forms of hacking is prohibited, and may be an offence under the Computer Misuse Act 1990. Unsolicited commercial emails will be illegal under legislation due to be implemented by the end of October 2003.
 - defamation - care should be taken to avoid content which may be defamatory. Particular care is needed when posting material to newsgroups. It is best to assume documents such as emails may become known to other users. Such material may in due course be subject to the requirements to disclose documents under the Freedom of Information Act 2000.
 - personal data - data on living persons must be held and processed in accordance with the Data Protection Act 1998. Persons who hold personal data are, with few exceptions, required to notify the Information Commissioner of details of their processing of data, which must in any event be in accordance with the data protection principles set out in the Act. Student users must not construct or maintain files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the data protection principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data. Contact the School's Data Protection Officer for more advice on notification and the implications of the Act.
 - formation of contracts - users should note that it is possible to form contracts electronically, without any hard copy confirmation from the user. Care should be taken to obtain appropriate authority before purporting to commit the School to any contractual obligations (which may include clicking 'I agree' to an online dialogue box) and the wording 'subject to contract' should be used on emails where appropriate.

Disciplinary regulations

11. Use of the School's IT facilities other than in accordance with these Conditions of Use may result in disciplinary action. In particular, the following types of conduct may result in disciplinary action:
 - all illegal acts using IT facilities are likely to result in internal discipline as well as external consequences
 - visiting of pornographic websites, or any web sites which may cause offence to other users, is forbidden
 - sending of unsolicited emails to a number of users
 - sending of emails offensive to any member of the School

- deliberate interference with the normal working of IT equipment, facilities or services

Consideration for other IT users

12. Users of IT facilities are asked to show consideration for other users. For example, users should not use an LSE machine for social email in a computer room where other students are waiting to use the facilities for academic purposes.

Enforcement, monitoring and privacy

13. The School does undertake some routine monitoring of activity on its IT systems and networks to ensure that they operate correctly and to protect against the risk of harm from viruses and other known threats. Whilst this does not normally involve the disclosure of the contents of any user files or email messages, in the course of a resolving a systems problem IT Services staff may view lists of file names and lists of email messages on particular server. IT Services staff are not authorised to examine the contents of a user file or email message except as described below.
14. Where an allegation has been made against a student under the Regulations on Assessment Offences in taught degrees and diploma courses, the School shall have the right to inspect and take copies of any material held in the name of that student on any of its computers that might provide evidence for or against the allegation.
15. Where an alleged breach of these Conditions of Use is brought to the attention of IT Services, all reasonable measures will be taken to investigate whether the allegation is justified and, if so, the necessary steps will be taken to prevent further abuse. This may involve inspecting the contents of a user's files or email messages.
16. Inspection and copying of a user's files shall be authorised by the Director or a Deputy Director. All reasonable efforts shall be made to avoid inspection of files not connected with the relevant allegations, and such files will be copied only if the Director or a Deputy Director is satisfied that such a step is unavoidable.
17. If a complaint or allegation is received a user's account may be immediately suspended for investigation. Penalties for breach of these Conditions of Use may include temporary or long term suspension of a user's access to the School's IT facilities, and/or other disciplinary penalties up to and including expulsion from LSE in the case of a student or dismissal from the School in the case of staff. The School may refer the user to the police where appropriate and will co-operate fully with any police investigations.

Internet Publishing

18. Users of IT facilities who publish information on web pages on the Internet are subject to additional regulations. In particular, they must comply with the Code of Practice for the Publishing of Information on the LSE World Wide Web Server. Those creating web site content should note that legal restrictions on the use of files known as 'cookies' are due to come into force at the end of October 2003.

UNDERGRADUATE

The information contained in this section is relevant to all undergraduate programmes. This section should be read in conjunction with the General section, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Your Programme of Study	82
The Degrees:	83
Regulations for First Degrees	83
Classification Scheme for the BSc/BA Degrees (before 2004/05)	85
Classification Scheme for the BSc/BA Degrees (in or after 2004/05)	86
Bachelor of Laws	87
Code of Good Practice for Undergraduate Programmes:	89
Teaching, Learning and Assessment	
Undergraduate Programme Regulations	91
Outside Options	119
Undergraduate Course Guides	121

YOUR PROGRAMME OF STUDY

Further details relating to each of the following areas, including procedural instructions, can be found on the Student Services Centre website at: www.lse.ac.uk/SSC

Registration

Registration means that you are a member of the School and entitled to use the School facilities. It is your responsibility to ensure that you register fully for your programme of study. Each undergraduate student is registered on a programme either leading to a degree (eg BSc in Accounting and Finance), or involving study at the School for a set period (eg the one year General Course). You must attend the School for the period set out in your programme regulations (see the on-line School Calendar) or offer of admission.

New students

Registration takes place in a designated location throughout the week preceding the start of the Michaelmas Term. If for unavoidable reasons you are unable to register prior to the start of Term, late registration takes place in the Student Services Centre. Students will not normally be allowed to register after the last working day of October, largely because they will have missed a significant part of their programme of study. The records of any student who has not registered or re-registered by this deadline will be cancelled.

Continuing students

Re-registration in the next year of study is dependent upon satisfying the progression rules (as outlined in your degree regulations) in the preceding year. If you have been given permission to interrupt your registration, you will normally be required to return within a year and be expected to sit examinations at the next possible opportunity.

LSE Card and Email Account

All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. A fee is charged to replace a lost or stolen card. Please note that your LSE email will be used for a variety of essential communications, including information on payment of your tuition fees. You should access and manage your LSE email account on a regular basis, as it will be assumed that you have opened and acted upon these communications.

Conditions of study

Your signature on the form by which you accept a place at the School binds you to abide by all applicable School and University regulations, procedures, codes and policies as set out in the on-line School Calendar. Please read carefully the various regulations and, in particular, the *Codes of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment* which sets out the responsibilities of students. You are strongly advised to consult a member of the Student Services Centre staff on matters connected with the School and University regulations. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing (particularly if relating to your tuition fees). It remains your sole responsibility to pass on information about your personal circumstances directly to the Student Services Centre.

Withdrawal from the School

Before you make a final decision to terminate your studies, discuss your position with your tutor or one of the School's Advisers or the Dean of Undergraduate Studies. If you decide not to continue with your programme and wish to leave in mid-session, you need to inform the Student Services Centre in writing. Although you do not have a right to a refund of any fees paid, the School will consider requests for tuition refunds on the basis of a 30-week year in respect of periods after the official termination of registration. Please note that **you will be liable for fees** up to and including the week the Student Services Centre receives written notification of your withdrawal.

Duration of contract and discipline

The contract between you and the School ends on the date of the main examination board for your degree programme, unless you formally withdraw from the School before taking your final examinations. You remain subject to the School's regulations until the end of the contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of the proceedings.

Studying abroad

If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.

Copyright

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

Financial Matters

You must complete a *Financial Undertaking Form* before registration, and pay fees either in full before the beginning of the session concerned or, by agreement of the School, in instalments as per published instructions.

Fees

The fees for each academic session appear on the School's website at: www.lse.ac.uk/fees. Fees cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. If you register for a course lasting more than a year, or you interrupt your studies and return to complete them later, the fees charged for subsequent years will be at the rate applicable for the academic year in question and **not** at the rate for the academic year in which you first registered. Your status as a Home/EU or Overseas student for fee purposes is determined by the Undergraduate Admissions Office on the basis of information that you have provided. This status cannot normally be changed after you have registered. Undergraduate students are not allowed to register on a part-time basis unless you have been given permission to partially repeat a year of study. If you owe money to the School or University, including charges for accommodation, the School may apply penalties or sanctions at its discretion.

Financial Assistance

Although the School distributes a significant amount of financial support (both loans and grants), prizes and awards to students, it is often a long and competitive process to secure such support. If you do not secure sufficient funds to register, you are strongly advised to consider the possibility of deferring entry to a subsequent academic session. Unfortunately, the School will not be able to offer hardship assistance to students who knowingly register underfunded. For information on sources of financial assistance, scholarships, studentships, prizes and awards you should visit the websites of both the Financial Support Office and Students' Union.

Examinations

Examinations take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until the end of term. Registered candidates must sit all examinations at the School, except those relating to an intercollegiate course which would normally be sat at the institution delivering the teaching.

Special Exam Arrangements

Candidates with documented evidence of a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the **Adviser to Students with Disabilities & Dyslexia** as early as possible and *no later than* the end of Lent term. Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

Registered candidates can only sit examinations overseas if they obtain exceptional permission from the Dean of Undergraduate Studies. Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre *no later than* the end of February. An overseas examination fee is payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee. **Please note**, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Deferring Examinations

School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer an examination, you will need to obtain the permission of the Chair of the Sub Board of Examiners for your degree *before* the end of the first week of the Summer term. You should note that permission to defer is only given in exceptional circumstances. If you wish to defer all your examinations, you should first discuss your position with your tutor, departmental tutor and/or the Dean of Undergraduate Studies. You will need to obtain written permission from the Chair of the Sub Board of Examiners for your degree.

THE DEGREES

REGULATIONS FOR FIRST DEGREES

General

- These Regulations are made subject to the General Academic Regulations of the School. They apply to every student taking a programme leading to a first degree in the School or any course constituting part of such a degree.
- The first degrees in the School are the Bachelor of Arts (BA), the Bachelor of Science (BSc) and the Bachelor of Laws (LLB), comprising a number of programmes each leading either to the award of the degree with a particular title or to completion of the General Course.

Programme

- A programme leading to a degree normally extends over three or four consecutive academic years, as set out in the programme regulations.
- A student will normally enrol for courses up to the value of four course units in each year. Courses must be chosen to comply with the programme regulations concerned.
- The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the departmental tutors of the department responsible for the student's current degree and for the degree into which he/she wishes to transfer.
- In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses, normally to the maximum value of one full unit, listed in the programme regulations, other undergraduate courses of equivalent value. Such permission will only be given on the recommendation of the departmental tutor for the department responsible for the programme concerned.
- The School may at its discretion permit a student to interrupt his or her studies on grounds of illness or other relevant cause for a period normally not exceeding two years.

Recognition of previous study

- The School may exempt a student from part of a programme and may exempt such a student additionally from part of the examinations prescribed for the degree. A person who has obtained one of the following qualifications may be admitted direct to the second year and complete the programme in not less than two academic years:
 - a degree of a university in the United Kingdom, of the Council for National Academic Awards or of a university outside the United Kingdom recognised by the School for the purpose;
 - the Diploma in Economics of the University, obtained by external study;
 - any other qualification obtained by written examination, which is recognised by the School for the purpose;
 - qualifications other than those above and/or experience relevant to the programme. Such a person may be required to sit a qualifying examination.
- The School may consider for admission direct to the second year or to an earlier point of a programme any person who will have taken part of a first degree programme or has appropriate qualifications and/or experience. Such a person may be required to sit a qualifying examination.
- A student admitted under Regulation 8 or 9 may be granted exemption from courses and examinations, or may be subjected to additional requirements, in accordance with the relevant programme regulations.
- When considering an application under Regulations 8, 9 or 10 the School shall consider the following:
 - the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme;
 - the reasons given for transfer and observations made on them by the institution most recently attended. The applicant must have been eligible, on academic grounds, to continue study at that institution.

Students undertaking study elsewhere

- Programme regulations may require the student to spend a period of study in a university designated by the School or in an alternative approved activity in another country.
- The School may exceptionally permit a student to spend not more than one year of his/her degree programme, other than the first year, in another institution of university status and may exempt him/her from the courses that would have been taken in that year or part thereof, provided
 - that the institution has been approved for this purpose by the School, and
 - that the study carried out in that institution coheres with the remainder of the programme, and
 - that any arrangements for the assessment of the student's performance in examinations in respect of the courses followed at that institution to be accepted in lieu of the examinations prescribed by course regulations have been approved for this purpose by the School, and
 - that the standard of the course or courses attended by the student is equivalent to that of the course or courses the student would normally have followed at the School.

14. A student receiving permission under Regulation 13
14.1 shall be exempted from the requirements of the programme by no more than a value of four course-units, from those elements of the examination which the student would have taken in the year or part thereof that he/she spent at another institution, and
14.2 shall be credited with such marks or grades (if any) as the School shall think fit in respect of the assessment made in lieu of the prescribed examinations.

Examinations

15. A candidate will be deemed to have entered the examinations for the courses for which he/she is registered.
16. Candidates shall be bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
17. The School will establish a board of examiners for the BA/BSc degrees, with appropriate subboards, and a board or boards of examiners for the LLB degrees. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgement on the validity and integrity of the assessment process and the standard of student attainment.
18. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
19. Each board of examiners shall ensure inter alia that the application of approved classification schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each candidate to achieve a satisfactory overall standard.
20. A candidate will normally be examined in courses up to the value of four course units at the end of each year. A candidate will not be re-examined in any course which he or she has already passed other than under Regulation 25.
21. The School may at its discretion exclude from an examination a candidate who has not satisfactorily attended the course in that year of study or who has not completed the work required in that course.
22. No fee is payable for the first attempt at an examination.
23. A candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination at the next time it is normally offered, without payment of a fee, whether or not in attendance at the School. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time and must ensure that any examination fee payable must be received by the date specified by the School.
24. A candidate who has failed an examination and who has not been awarded a degree will normally be permitted and may be required to resit the failed paper at the first possible opportunity, but no paper shall be sat more than three times. For this purpose a candidate absent from an examination which she/he has entered shall be regarded as having sat it unless the board of examiners, having considered the facts of the case, shall decide otherwise.
25. A candidate registered on an LLB programme who has failed
25.1 in papers to the value of two or more course units in one year shall normally resit all papers taken in the year.
25.2 in any paper may be required to resit any or all of the papers taken in that year.
26. A candidate registered on an LLB programme who is resitting examinations where the assessment includes an essay and who has passed in that course shall not resit that paper and his/her existing mark in it shall remain unchanged. A candidate who has failed in that course may resubmit the essay, and at their discretion the examiners may conduct an additional oral examination of the candidate which may concern not only the content of the essay but also its wider background.
27. Notwithstanding the provisions of Regulations 20 to 26, a candidate registered on the General Course is only entitled to resit a failed examination at the first possible opportunity. If such a candidate was absent without reasons approved by the School or withdrew, a resit is not normally permitted.

Progression from one year to another

28. A student registered on a BA or BSc programme who has completed the first year of the programme and who has passed examinations in courses to the value of at least three course units will be eligible to progress to the second year of study in that programme. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat the first year of the programme as appropriate.
29. A student registered on an LLB programme will be eligible to progress to the second year of study in that programme if he/she has completed the first year of the programme and has passed the examinations for all courses either at the first sitting or at resit. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to repeat the first year of the programme.
30. A student registered on a BA or BSc programme who has completed the second year of the programme, who has passed all examinations in courses from the first year of the programme and who has passed examinations in courses to the value of at least three course units from the second year will be eligible to progress to the final year. The School may consider an application to progress to the final year from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat the second year of the programme as appropriate.
31. A student registered on an LLB programme will be eligible to progress to the third year of the programme if he/she has completed the second year of the programme and
31.1 has passed or had failure condoned in all examinations required to complete the year successfully, either at first sitting or at resit, or
31.2 at the discretion of the School has been permitted to resit any failed paper concurrently with the papers of the third year.
32. A student registered on a programme normally completed in four years will be eligible to proceed to the fourth year of the programme if he/she has completed the second year of the programme and has passed all examinations required in that year and has passed any assessment required by the programme regulations in the third year. Nevertheless where a student has failed the assessment for the third year in circumstances certified by the examining university and regarded by the School as equivalent to those which would have entitled him/her to the offer of an Aegrotat degree of the University of London he/she may be permitted to enter the final year of the programme.

Methods of assessment

33. The method(s) of assessment for each course and the weighting of each method of assessment will be specified in the on-line Undergraduate Course Guides.
34. Where the regulations permit essays and reports on practical work or other material to count as part of the assessment for a course, such essays and reports must be submitted by the dates specified in the on-line Undergraduate Course Guides. Work submitted must be that of the candidate concerned and any quotation from the published or unpublished works of other persons must be acknowledged.
35. In addition to the methods of assessment as stated in the on-line Undergraduate Course Guides, examiners, at their discretion, may exceptionally test any candidate by means of an oral examination.
36. The School may in exceptional circumstances permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.
37. Examinations will be held once in each year, except that there will also be examination resits for LLB programme candidates (but not those in their final year of study) during the Summer vacation.
38. The conduct of candidates in assessment is governed by the *Regulations on assessment offences and Plagiarism*.

The award of a degree

39. Degrees are awarded by the University in accordance with the Regulations.
40. To be eligible for an award a candidate must have satisfied the requirements of all applicable Regulations and must have completed, and attempted every element of the assessment for, courses to the value of twelve course units or, for second year direct entry students, to the value of eight course units except where and to the extent that the special provisions under Regulation 47 apply.
41. The classification of results will accord with the scheme of classification approved by the School for that programme. In the case of second year direct entry students, the classification of results will not take into account the candidate's performance during previous studies at another institution.
42. A candidate awarded a degree will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division),

Third Class Honours or, in the case of a candidate who does not qualify for Honours, a Pass Degree.

Information about examination results

43. A list of candidates who have successfully completed their degree will be published by the School.
44. Following each diet of examinations the School will issue to each student an intermediate transcript of his/her marks or grades obtained at those examinations.
45. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will state the title of the degree awarded.
46. The School will provide a final transcript of marks or grades awarded to every student on completion of the programme.

Special provisions

47. A candidate who has completed the programme and who, through illness or other cause judged sufficient by the School, has been absent from the whole or part of the examinations at the end of his or her final year, or though present at the whole of the examinations at the end of his or her final year considers that his or her performance has been adversely affected by any of the above causes will receive special consideration on the basis of a medical certificate or other statement of the extenuating circumstances normally supported by records of the candidate's performance during the course and by assessments provided by the candidate's teachers, as follows:
47.1 the candidate may be offered the award of either an Honours or Pass degree if absent from examinations to the value of no more than two full units but otherwise satisfying the School under Regulation 40. The candidate has the right to accept or decline the offer within a reasonable time specified by the School from time to time. In the event that the candidate has re-entered for examinations the offer will lapse.
47.2 the candidate may be offered an Aegrotat degree if satisfying the School under Regulation 40 but not recommended for an Honours or Pass degree. The candidate has the right to accept or decline the offer within a reasonable time specified by the School from time to time. In the event that the candidate has re-entered for examinations, the offer will lapse. An Aegrotat degree will be unclassified.
48. A candidate upon whom a degree has been conferred ceases to be eligible for consideration for any further award arising from that programme.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES

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

Registration	All students	BA/BSc students only	LLB students only
5 - 6, 13, 36	Chair of Undergraduate Studies Subcommittee		
8 - 10			
14, 23 (resit permission)		School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees
17, 41	Academic Board on the recommendation of Teaching Learning Assessment Committee		
21	Dean of Undergraduate Studies		
28 - 30	Student Progress Panel		
23 (fee date), 43, 44, 46	Academic Registrar		

CLASSIFICATION SCHEME FOR THE BSC/BA DEGREES FOR STUDENTS ENTERING BEFORE THE ACADEMIC YEAR 2004/05:

This classification scheme must be read in conjunction with the Regulations for the BA and BSc degrees, the relevant on-line Undergraduate Course Guides and the *Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment*.

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Pass	34 - 39
Fail	0 - 33

2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for courses to the value of 12 course units, except that a second-year direct entry candidate must have attempted and completed every element of the assessment for courses to the value of 8 course units.
2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 9 course units. In order to be eligible for the award of an honours degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 10 course units. However, in order to be eligible for the award of a degree a second-year direct entry candidate must have satisfied the examiners by passing in courses to the value of at least 7 course units.

3. Treatment of Half-Units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded up to the next whole mark above if necessary). Half-unit courses should be paired using the following criteria in the order set out below:

- 3.1 according to the appropriate degree regulations;
3.2 according to the stage of the degree: half-units taken in the same year should be paired;
3.3 according to department in which the half-units are taken: half-units with the same departmental prefix (eg, MA) should be paired;
3.4 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on:

- 4.1 all eight marks of second and third year papers;
4.2 a ninth mark being the average (being rounded up or down if necessary to the nearest whole mark) of the best three first year marks. For

second-year direct entry candidates, the ninth mark will be the average (rounded up or down if necessary to the nearest whole mark) of the best six second and third year marks.

The aggregate for each candidate will be determined by adding all nine marks together. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 39 and 33. One borderline mark will be treated as falling within the class, division, pass or fail grade next above whenever doing so would improve a candidate's classification given the guidelines in paragraph 6 below. If there are two or more such borderline classification marks, no more than one will normally be treated this way.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, subject to the penalty rules that:

(a) a candidate (not being a second-year direct entry candidate) who has passed in courses to the value of less than eleven course units, but would be eligible for the award of an honours degree, shall be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4 below.

6.1 **For first class honours:** Five first class marks; or four first class marks and an aggregate of at least 590

6.2 **For upper second class honours:** Five upper second class marks (or above); or four upper second class marks (or above) and an aggregate of at least 515

6.3 **For lower second class honours:** Five lower second class marks (or above); or four lower second class marks (or above) and an aggregate of at least 440

6.4 **For third class honours:** Five third class marks (or above)

6.5 **For a pass degree:** The minimum requirements for eligibility for the award of a degree as set out in paragraph 2 above.

7. General Proviso

While the examiners shall have regard to these guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

CLASSIFICATION SCHEME FOR THE BSC/BA DEGREES FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2004/05:

This classification scheme must be read in conjunction with the Regulations for the BA and BSc degrees, the relevant on-line Undergraduate Course Guides and the *Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment*.

1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Pass	34 - 39
Fail	0 - 33

2. Eligibility for Award of Degree

2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for courses to the value of 12 course units, except that a second-year direct entry candidate must have attempted and completed every element of the assessment for courses to the value of 8 course units.

2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 9 course units. In order to be eligible for the award of an honours degree, a candidate must have satisfied the examiners by passing in courses to the value of at least 10 course units. However, in order to be eligible for the award of a degree a second-year direct entry candidate must have satisfied the examiners by passing in courses to the value of at least 7 course units.

3. Treatment of Half-units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded up to the next whole mark above if necessary). Half-unit courses should be paired using the following criteria in the order set out below:

3.1 according to the appropriate degree regulations;

3.2 according to the stage of the degree: half-units taken in the same year should be paired;

3.3 according to department in which the half-units are taken:

- half-units with the same departmental prefix (e.g. MA) should be paired in the order of their highest marks as laid out in 3.4;
- all remaining single half-units from different departments that are not yet paired are to be treated under rule 3.4;

3.4 according to the marks awarded for each half-unit:

- the two half-units with the highest marks, then those with the next highest marks, and so on, should be paired.

4. Classification Marks

The classification of each candidate shall be based on:

4.1 all eight marks of second and third year papers;

4.2 a ninth mark being the average (being rounded up or down if necessary to the nearest whole mark) of the best three first year marks. For second-year direct entry candidates, the ninth mark will be the average (rounded up or down if necessary to the nearest whole mark) of the second and third year marks.

The aggregate for each candidate will be determined by adding all nine marks together. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 5.1 to 5.5 below shall be classified in that class, division or pass grade, subject to the penalty rules that:

(a) a candidate (not being a second-year direct entry candidate) who has passed in courses to the value of less than eleven course units, but would be eligible for the award of an honours degree, shall be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 5.1 to 5.4 below.

(b) a candidate who made no serious attempt at a paper and where the mark remains unredeemed, shall be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 5.1 to 5.4 below. Decisions on what counts as a serious attempt will vary from discipline to discipline and will be made by the examination sub-board of the candidate's home department, having consulted relevant internal and external examiners, and ratified by the School Board of Examiners for BA and BSc degrees.

5.1 **For first class honours:** Five first class marks; or four first class marks and an aggregate of at least 590

5.2 **For upper second class honours:** Five upper second class marks (or above); or four upper second class marks (or above) and an aggregate of at least 515

5.3 **For lower second class honours:** Five lower second class marks (or above); or four lower second class marks (or above) and an aggregate of at least 440

5.4 **For third class honours:** Five third class marks (or above)

5.5 **For a pass degree:** The minimum requirements for eligibility for the award of a degree as set out in paragraph 2 above.

6. General Proviso

While the examiners shall have regard to these guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

BACHELOR OF LAWS

This degree is subject to the Regulations for First Degrees.

Regulations for the LLB and LLB with French Law Degrees

Each programme includes three parts, Intermediate (taken at the end of the first year), Part I and Part II. Each part is examined in the Summer Term; if the examiners require candidates to be re-examined for the Intermediate or Part I examinations, these will normally take place in September. The LLB with French Law also includes a year's programme of study in the Law Faculty of the Université de Strasbourg III (Robert Schuman).

At the discretion of the School, and with the permission of the other college concerned, arrangements may be made for students to take courses at other colleges of the University in legal subjects not taught at LSE.

Classification Scheme

This classification scheme must be read in conjunction with the Regulations for the First Degrees, the Regulations for the LLB and LLB with French Law Degrees, the relevant on-line Undergraduate course guides and the *Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment*.

1. Awards

The examiners for each course will determine a numerical mark for each candidate based on the following scale of honours class or division, pass and fail grades:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	45 - 49
Pass	40 - 44
Fail	30 - 39
Bad Fail	0 - 29

2. Eligibility for Award of Degree

2.1 In order to be considered for a degree, a candidate must have attempted and completed every element of the assessment for Part I of the Degree and thereafter Part II of the Degree.

2.2 In order to be eligible for the award of a degree, a candidate must have satisfied the examiners by passing Part I of the Degree and thereafter have satisfied the examiners by passing Part II of the Degree.

2.3 In order to be eligible for the award of the Degree of Bachelor of Laws with French Law a candidate must, in addition to 2.1 and 2.2, have completed and passed the Diploma in Law of the University of Strasbourg.

3. Treatment of Half-units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded up to the next whole mark above if necessary). Half-unit courses should be paired using the following criteria in the order set out below:

3.1 according to the stage of the degree: half-units taken in the same year should be paired;

3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

4. Classification Marks

The classification of each candidate shall be based on all eight marks of the full subjects taken for Parts I and II of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

5. Treatment of Borderline Marks

Borderline marks are marks of 69, 59, 49, 44, 39 and 29. One borderline mark in Part I and one borderline mark in Part II shall be raised so as to fall within the class, division, pass or fail grade next above whenever the candidate has shown appropriate strength elsewhere. No mark in Part I shall be raised retrospectively when the candidate's Part II marks are being considered.

6. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 6.1 to 6.5 below shall be classified in that class, division or pass grade, **subject to (a) and (b) below:**

(a) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree, should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 6.1 to 6.4.

(b) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'.

6.1 For first class honours:

6.1.1 Four first class marks; or

6.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.

6.2 For upper second class honours:

6.2.1 Four upper second marks (or above); or

6.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.

6.3 For lower second class honours:

6.3.1 Four lower second marks (or above); or

- 6.3.2 Three lower second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 400.
- 6.4 **For third class honours:**
- 6.4.1 Four third marks (or above); or
- 6.4.2 Three third marks (or above) and an aggregate mark which is near the 'normal aggregate' of 360.
- 6.5 **For a pass degree:**
- 6.5.1 Eight pass marks (or above); or
- 6.5.2 Six pass marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 320.

7. **General Proviso**

While the examiners shall have regard to the rules and guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

SCHEME OF PASS AND REFERENCE RULES FOR PARTS I AND II OF THE LLB AND LLB WITH FRENCH LAW DEGREES

PART I

A. **A Pass**

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.
- (3) Any candidate with one or two condoned fail marks will be given one opportunity in September, if they wish, to re-sit the relevant examination(s). If the candidate fails the re-sit(s), the original condoned fail mark(s) will be reinstated. If they pass the re-sit(s) the mark(s) achieved will be entered on their official transcript, however, for the purposes of classification of the law degree after the completion of the Part II examinations the mark(s) of 40 will be considered to be the mark(s) that they attained.

B. **A Reference**

- (4) A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and at least the pass mark in the other subjects, and provided that her/his total marks exceed an aggregate of 160 by at least the amount of her/his deficiency in the subject in which she/he has failed;
- (5) A candidate who fails to pass in two subjects may be referred in one of them provided that she/he has at least 30 marks in that subject, at least 38 in the other failed subject, and that her/his total marks exceed an aggregate of 160 by at least twice the amount of her/his deficiency in the subjects in which she/he has failed.
- (6) Any candidate who is referred in one or two subjects and passes the re-sit(s) will have the mark(s) achieved entered on their official transcript, however, for the purposes of classification of the law degree after the completion of the Part II examinations the mark(s) of 40 will be considered to be the mark(s) that they attained.

C. **A Fail**

- (7) A candidate who fails in one subject and despite achieving at least 30 marks in that subject does not satisfy the conditions set out in paragraph B(4) above, fails the Part I examination and must re-sit all subjects at the next available opportunity
- (8) A candidate who fails in two subjects, but does not satisfy the conditions set out in paragraph B(5) above, fails the Part I examination and must re-sit all subjects at the next available opportunity.

D. **A Bad Fail in One Subject**

- (9) A candidate who fails to achieve at least 30 marks in any one whole subject, or its equivalent in two half subjects, fails the Part I examination and must re-sit all subjects at the next available opportunity.

E. **The September (re-sit) Part I Examination**

- (10.1) Candidates who are referred are entitled to re-sit all failed subjects in the September (re-sit) Part I Examination.
- (10.2) Candidates who fail are entitled to re-sit the entire Part I Examination in the September (re-sit) Part I Examination.

F. **The number of attempts at the Part I Examination**

- (11) Candidates who are eligible to sit the Part I Examination are entitled, if they have been referred or failed the Part I Examination, to a total of 3 attempts at the Part I Examination or that part of it in which they have been referred.

PART II

A. **A Pass**

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 30, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

B. **A Fail**

- (3) A candidate who fails in one subject and despite achieving at least 30 marks in that subject does not satisfy the conditions set out in paragraph A(1) above, fails the Part II examination (see paragraphs D and E below)
- (4) A candidate who fails in two subjects, but does not satisfy the conditions set out in paragraph A(2) above, fails the Part II examination (see paragraphs D and E below)

C. **A Bad Fail in One Subject**

- (5) A candidate who fails to achieve at least 30 marks in any one whole subject, or its equivalent in two half subjects, fails the Part II examination. (see paragraphs D and E below)

D. **The Part II Examination**

The Part II examination is only held once a year. There are no September re-sits for the Part II examination.

E. **The number of attempts at the Part II Examination**

Candidates who are eligible to sit the Part II Examination are entitled, if they have failed the Part II Examination, to a total of 3 attempts at the Part II Examination.

SCHEME FOR THE LLB AND LLB WITH FRENCH LAW INTERMEDIATE EXAMINATION

This scheme should be read in conjunction with the Regulations for the LLB and the LLB with French Law Degrees, the relevant on-line Undergraduate Course Guides and the *Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment*.

1. **Award of Marks**

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class	70 - 100
Upper Second Class	60 - 69
Lower Second Class	50 - 59
Pass	40 - 49
Fail	30 - 39
Bad Fail	0 - 29

2. **Eligibility for Passing the First Year**

- 2.1 In order to be considered for the Intermediate Examination, a candidate must have attempted and completed every element of the first year of the LLB or the LLB with French Law degree.
- 2.2 In order to pass the Intermediate Examination, a candidate must have satisfied the examiners by passing all 5 examinations that make up the Intermediate Examination.

3. **Treatment of Borderline Marks**

Borderline marks are marks of 69, 59, 49, 39 and 29. One borderline mark shall be raised so as to fall within the class or pass grade next above whenever the candidate has shown appropriate strength elsewhere. Where there is more than one borderline mark, the lowest mark should be raised.

4. **A Reference**

A candidate who fails in fewer than two subjects may be referred in those failed subjects only provided that she/he has at least 30 marks in each of them. (NB: Property 1 and Introduction to the Legal System count as half subjects for this purpose).

5. **A Fail**

A candidate who fails in two or more subjects fails the Intermediate Examination and must re-sit all subjects at the next available opportunity.

6. **A Bad Fail in One Subject**

A candidate who fails to achieve at least 30 marks in one subject fails the Intermediate Examination and must re-sit all subjects at the next available opportunity.

7. **The September (re-sit) Intermediate Examination**

- 7.1 Candidates who are referred are entitled to re-sit all failed subjects in the September (re-sit) Intermediate Examination.
- 7.2 Candidates who fail are entitled to re-sit the entire Intermediate Examination in the September (re-sit) Intermediate Examination.

8. **The number of attempts at the Intermediate Examination**

Candidates who are eligible to sit the Intermediate Examination (see 2.1 above) are entitled, if they have been referred or failed the Intermediate Examination, to a total of 3 attempts at the Intermediate Examination or that part of it in which they have been referred.

9. **General Proviso**

While the examiners shall have regard to the rules and guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

CODE OF GOOD PRACTICE FOR UNDERGRADUATE PROGRAMMES: TEACHING, LEARNING AND ASSESSMENT

Introduction

This Code sets out the general School practices for all undergraduate programmes. It sets out basic reciprocal obligations and responsibilities of staff and students. It should be read in conjunction with all other School policies, regulations, codes of practice and procedures as set out in the School's on-line Calendar. The expectation is that all programmes will meet the standards set out in the paragraphs below. This Code serves to inform students of what they may reasonably expect and to inform departments of what they are expected, at a minimum, to provide. Each department will provide a detailed statement of its provision under this Code, to be published in departmental handbooks and on departmental websites. These statements will provide a basis for monitoring the academic activity of departments through the Teaching, Learning and Assessment Committee and its internal reviews of teaching. The statements will also provide a basis for monitoring the pastoral provision of departments by the Student Affairs Committee.

Tutorial provision

- 1.1 On joining the School each student is allocated a member of the academic staff in his or her department as a personal tutor.
- 1.2 Each department sets out in the relevant handbook its own detailed guidelines regarding the role of the personal tutor. Among those responsibilities that a tutor is normally expected to carry out are:
- To provide students with academic guidance and feedback on the student's progress and performance and to discuss any academic problems they may experience.
 - To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
 - To implement the provisions outlined in Individual Student Support Agreements (ISSAs) for students with disabilities, in liaison with the School's Disability Office.
 - To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
 - To comment on and provide a general assessment of a student's progress on their termly class reports via LSEforYou.
 - To agree students' course choices via LSEforYou.
 - To inform the Departmental Tutor and School of any students whose attendance and progress is not satisfactory.
- 1.3 Each tutor must have a good working knowledge of the structure and regulations of degree programmes in the department.
- 1.4 Each tutor must have a good working knowledge of the various academic and pastoral support agencies within the School.
- 1.5 Each tutor must publish regular periods of time when they are available to meet with their tutees.
- 1.6 If the relationship between a tutor and tutee is unsatisfactory, the department must have in place an appropriate mechanism for arranging a change of tutor.
- 1.7 Each department has a Departmental Tutor. The responsibilities of the Departmental Tutor include:
- Providing departmental induction programmes for new and continuing students.
 - Monitoring the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities.
 - Arranging regular termly meetings of a staff-student liaison committee and the nomination of a representative to the School's undergraduate students' consultative forum.
 - Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
 - Agreeing, where appropriate, a student's request for course choice outside the degree regulations.

- Agreeing, where appropriate, a student's request for a degree transfer.

Teaching

- The detailed requirements of each programme and course are provided in the on-line Calendar, in the relevant handbook and on departmental web pages. Students are obliged to complete all course requirements as specified in their degree regulations.
- Teaching at the undergraduate level will be a combination of lectures and classes. The teaching method used will largely be determined by the size of the programme and the nature of the subject covered in a particular paper/course.
- Lectures are an important part of the teaching and learning experience. The structure and content of each course are set out in the on-line Course Guide. Lecturers must ensure that their teaching is consistent with this information.
- Lecturers are responsible for organising the class programmes for their courses and liaising with class teachers to ensure that the classes are properly coordinated with their lectures.
- Classes are a compulsory part of the teaching and learning experience. Class sizes should not normally exceed 15 students.
- Classes will normally give students the opportunity to participate in a discussion of material relevant to the course. The nature and format of these discussions will vary according to the subject matter of the course.
- Lectures and classes start at five minutes past the hour and end at five minutes to the hour. Staff and students should make every effort to start and finish on time.
- Formative coursework is an essential part of the teaching and learning experience at the School. It should be introduced at an early stage of a course and normally before the submission of assessed coursework. Students will normally be given the opportunity to produce essays, problem sets or other forms of written work. The number of these pieces of work for each course will be detailed in the on-line Course Guide.
- Feedback on formative course work is an essential part of the teaching and learning experience at the School. Class teachers must mark formative course work and return it with constructive comments to students normally within two weeks of submission. They must record the marks, or the failure to submit course work, regularly via LSEforYou.
- Class teachers must record student attendance on a weekly basis via LSEforYou.
- Class reports are an integral part of the School's monitoring system on the academic progress of its students. Class teachers must complete, via LSEforYou, full and accurate reports, including a general assessment of each student's progress, at the end of the Michaelmas and Lent Terms.
- All full-time members of staff and part-time and occasional teachers must have regular weekly office hours during term time when they are available to students to discuss issues relating to the courses they are teaching. These hours should be displayed outside their offices.

Responsibilities of the student

- Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term time must first obtain the consent of their tutor. Students away through illness must inform their tutor and their class teachers and, where the absence is for more than a fortnight, the Student Services Centre.
- Students with disabilities which may impact on their studies should contact the Adviser to Students with Disabilities and/or Dyslexia in good time to negotiate reasonable adjustments which will be set out in an Individual Student Support Agreement. They must also agree to the extent to which this information will be shared within the School. If the School is not informed about a disability in good time, it may not be able to make the appropriate reasonable adjustments.
- Students must maintain regular contact with their personal tutor to discuss relevant academic and pastoral care issues affecting their course of study. These should include:
 - Guidance regarding course choice
 - Discussion of academic progress based on termly class reports
- These discussions should take place through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
- Attendance at classes is compulsory** and is recorded on LSEforYou. Any student who is absent on two consecutive occasions or is regularly absent without good reason will be automatically reported to their personal tutor.
- Students must submit all required course work, whether assessed or non-assessed, on time. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line Calendar.
- Permission to sit an examination may be withdrawn from students who regularly miss classes and/or do not provide required course work.
- Students should ensure the accuracy of the information regarding their course of study, including their class schedule, class attendance and submission of course work, contained in their personal LSEforYou account.
- Students must communicate changes of term time and home addresses to the Student Services Centre via LSEforYou as soon as they occur.
- Students must pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and/or the withholding of transcripts and/or degree award certificate.
- Students who decide to interrupt their studies or withdraw from the School must inform their personal tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payment for the full session.

Examination and Assessment

- Students must complete all elements of assessed work for each course. Methods of examination and assessment for each course are detailed in the on-line Course Guide. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line Calendar.
- Students must be given clear advance warning of any new or approved changes to examination format. When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new and, there are no previous papers, a full sample paper should be produced.
- School policy does not require individual feedback on summative assessment. Where feedback on summative assessed coursework (but not examinations) is provided, the nature and extent of such feedback will be detailed in the relevant handbook.
- Students who regularly miss classes and/or do not provide required course work may be denied permission to sit an examination.
- Any student who requires special examination arrangements must contact the Adviser to Students with Disabilities and/or Dyslexia so that reasonable adjustments can be made. Applications for special exam arrangements should normally be made no later than 7 weeks before the date of the student's first examination.
- Any mitigating circumstances in the period preceding or during the examinations that may affect a student's attendance at, or performance in, examinations must be communicated in writing to the Student Services Centre with all relevant supporting documentation, such as medical certificates, **not later than 7 days** after her/his last exam.

¹ For the purposes of this Code, the term 'Department' comprises both Departments and Institutes.

Undergraduate Programme Regulations

Key to Undergraduate Regulations

- (H) means a half-unit course
 (C) means this course is capped
 (n/a 04/05) means not available in the 2004/05 academic year
 (M) means Michaelmas Term
 (L) means Lent Term
 (S) means Summer Term

BSc Accounting and Finance

For students registered in October 2003

Paper Course number and title

Year 1

- AC100 Elements of Accounting and Finance
- EC102 Economics B
- Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or ST102 Elementary Statistical Theory

4

One of:
 MA100 Mathematical Methods (must be selected if ST102 taken under paper No 3)
 An approved paper taught outside the Department

Year 2

- AC211 Managerial Accounting
- AC212 Principles of Finance
- Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
- One of:
 Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 Either ID200 Organisational Theory and Behaviour, LL209 Commercial Law, MN200 The Process of Management or OR201 Operational Research for Management (not available if MA107/ST107 or MA100 and ST102 taken in year 1) or OR202 Operational Research Methods
 Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

Year 3

- AC330 Financial Accounting and Analysis
- 10 & 11
 Two of:
 AC300 Corporate Finance, Investments and Financial Markets, AC310 Advanced Managerial Accounting, AC320 Quantitative Finance, AC340 Auditing, Governance and Risk Management
 One from the Selection List below:

If not already taken under papers 10 & 11:
 AC300 Corporate Finance, Investments and Financial Markets
 AC310 Advanced Managerial Accounting
 AC320 Quantitative Finance
 AC340 Auditing, Governance and Risk Management

If not already taken under paper 7 or 8:

- EC201 Microeconomics
 EC210 Macroeconomics
 EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 If not already taken under paper 8:
 ID200 Organisational Theory and Behaviour
 LL209 Commercial Law
 MN200 The Process of Management
 OR201 Operational Research for Management (not available if MA107/ST107 or MA100/ST102 are taken in year 1) or OR202 Operational Research Methods
 Or one of the following:
 EC315 International Economics
 EH240 Business and Economic Performance since 1945: Britain in International Context
 EH210 Economic and Social History of Britain from 1830
 ID290 Human Resource Management
 LN302 Russian Language and Society 3
 LN310 German Language and Society 3
 LN320 Spanish Language and Society 3
 LN330 French Language and Society 3

- MA200 Further Mathematical Methods (Calculus) (H)
 MA201 Further Mathematical Methods (Linear Algebra) (H)
 MA203 Real Analysis (H)
 MA207 Further Quantitative Methods (H)
 MA300 Game Theory
 MA301 Game Theory I (H)
 MA303 Chaos in Dynamic Systems (H)
 MA310 Mathematics and Finance Evaluation (H)
 PS303 Social Psychology and Society
 SO203 Political Sociology
 SO212 Work, Management and Globalisation
 SO225 The Sociology of Consumption (H)
 SO226 Culture and Economy (H)
 ST201 Statistical Models and Data Analysis (H)
 ST202 Probability, Distribution Theory and Inference
 ST203 Statistics for Management Sciences
 ST307 Aspects of Market Research (H)
 ST331 Decision Theory and Bayesian Statistics (H)
 In exceptional circumstances a student may take a course not listed above, but permission will need to be sought from the Departmental Tutor. No first year courses can be chosen in the second or third year.

BSc Accounting and Finance

For students registered in or after October 2004

Paper Course number and title

Year 1

- AC100 Elements of Accounting and Finance
- EC102 Economics B
- Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or ST102 Elementary Statistical Theory
- One of:
 MA100 Mathematical Methods (must be selected if ST102 taken under paper 3)
 An approved paper taught outside the Department

Year 2

- AC211 Managerial Accounting
- AC212 Principles of Finance
- Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
- One of:
 Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 Either ID200 Organisational Theory and Behaviour, LL209 Commercial Law, MN200 The Process of Management or OR201 Operational Research for Management (not available if MA107/ST107 or MA100 and ST102 taken in year 1) or OR202 Operational Research Methods
 Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)

Year 3

- AC330 Financial Accounting and Analysis
- 10 AC310 Advanced Managerial Accounting or AC340 Auditing, Governance and Risk Management
- 11 AC300 Corporate Finance, Investments and Financial Markets or AC320 Quantitative Finance
- 12 One from the selection list below:
 (if not already taken under papers 10 & 11):
 AC300 Corporate Finance, Investments and Financial Markets
 AC310 Advanced Managerial Accounting
 AC320 Quantitative Finance
 AC340 Auditing, Governance and Risk Management
 (if not already taken under papers 7 or 8):
 EC201 Microeconomic Principles I
 EC210 Macroeconomic Principles
 EC220 Introduction to Econometrics or EC221 Principles of Econometrics
 (if not already taken under paper 8):
 ID200 Organisational Theory and Behaviour
 LL209 Commercial Law
 MN200 The Process of Management

OR201 Operational Research for Management (not available if MA107/ST102 are taken in year one) or OR202 Operational Research Methods

Or one of the following:

EC315 International Economics
EH240 Business and Economic Performance since 1945: Britain in International Context
EH210 Economic and Social History of Britain from 1830
ID290 Human Resource Management
LN302 Russian Language and Society 3
LN310 German Language and Society 3
LN320 Spanish Language and Society 3
LN330 French Language and Society 3
MA200 Further Mathematical Methods (Calculus) (H)
MA201 Further Mathematical Methods (Linear Algebra) (H)
MA203 Real Analysis (H)
MA207 Further Quantitative Methods (H)
MA300 Game Theory
MA301 Game Theory 1 (H)
MA303 Chaos in Dynamic Systems (H)
MA310 Mathematics and Finance Evaluation (H)
PS303 Social Psychology and Society
SO203 Political Sociology
SO212 Work, Management and Globalisation
SO225 The Sociology of Consumption (H)
SO226 Culture and Economy (H)
ST201 Statistical Models and Data Analysis (H)
ST202 Probability, Distribution and Inference
ST203 Statistics for Management Sciences
ST307 Aspects of Market Research (H)
ST331 Decision Theory and Bayesian Statistics (H)

In exceptional circumstances a student may take a course not listed above, but permission will need to be sought from the Departmental Tutor. No first year courses can be chosen in the second or third year.

BSc Accounting and Finance

Interim regulations for 3rd year students in October 2004

Paper	Course number and title
Year 1	
1	AC100 Elements of Accounting and Finance
2	EC102 Economics B
3	Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or ST102 Elementary Statistical Theory
4	Either SO105 Industrial Enterprise in Comparative Perspective (withdrawn 04/05) or an approved paper outside the Department
Year 2	
5	AC211 Managerial Accounting
6	AC212 Principles of Finance
7	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
8	One of: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics Either ID200 Organisational Theory and Behaviour, LL209 Commercial Law, MN200 The Process of Management or OR201 Operational Research for Management or OR202 Operational Research Methods Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students)
Year 3	
9	AC330 Financial Accounting and Analysis
10 & 11	Two of: AC300 Corporate Finance, Investments and Financial Markets, AC310 Advanced Managerial Accounting, AC320 Quantitative Finance, AC340 Auditing, Governance and Risk Management
12	One from the selection list below: (if not already taken under papers 10 & 11): AC300 Corporate Finance, Investments and Financial Markets AC310 Advanced Managerial Accounting AC320 Quantitative Finance AC340 Auditing, Governance and Risk Management

(if not already taken under papers 7 or 8):
EC201 Microeconomic Principles I
EC210 Macroeconomic Principles

EC220 Introduction to Econometrics or EC221 Principles of Econometrics

(if not already taken under paper 8):

ID200 Organisational Theory and Behaviour
LL209 Commercial Law
MN200 The Process of Management
OR201 Operational Research for Management (not available if MA107/ST102 are taken in year one) or OR202 Operational Research Methods

Or one of the following:

EC315 International Economics
EH210 Economic and Social History of Britain from 1830
EH240 Business and Economic Performance since 1945: Britain in International Context
ID290 Human Resource Management
LN302 Russian Language and Society 3
LN310 German Language and Society 3
LN320 Spanish Language and Society 3
LN330 French Language and Society 3
MA200 Further Mathematical Methods (Calculus) (H)
MA201 Further Mathematical Methods (Linear Algebra) (H)
MA203 Real Analysis (H)
MA207 Further Quantitative Methods (H)
MA300 Game Theory
MA301 Game Theory 1 (H)
MA303 Chaos in Dynamic Systems (H)
MA310 Mathematics and Finance Evaluation (H)
PS303 Social Psychology and Society
SO203 Political Sociology
SO212 Work, Management and Globalisation
SO225 The Sociology of Consumption (H)
SO226 Culture and Economy (H)
ST201 Statistical Models and Data Analysis (H)
ST202 Probability, Distribution and Inference
ST203 Statistics for Management Sciences
ST307 Aspects of Market Research (H)
ST331 Decision Theory and Bayesian Statistics (H)

In exceptional circumstances a student may take a course not listed above, but permission will need to be sought from the Departmental Tutor. No first year courses can be chosen in the second or third year.

BSc Actuarial Science

Paper	Course number and title
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	AC100 Elements of Accounting and Finance
4	EC102 Economics B
Year 2	
5	ST202 Probability, Distribution Theory and Inference
6	MA201 Further Mathematical Methods (Linear Algebra) (H) and MA200 Further Mathematical Methods (Calculus) (H)
7	ST226 Actuarial Investigations - Financial (H) and ST227 Survival Models (H)
8	Courses to the value of one unit from: SO100 Principles of Sociology, PS102 Self, Others and Society: Perspectives on Social and Applied Psychology, IS143 Information Technology and Society (may not be selected if IS240 has previously been taken), SA103 Population, Economy and Society, MA103 Introduction to Abstract Mathematics, ST218 Project in Applied Statistics, and an approved paper taught outside the Department
Year 3	
9	ST302 Stochastic Processes (H) and ST304 Time Series and Forecasting (H)
10	ST300 Regression Analysis and Generalised Linear Models (H) and ST306 Actuarial Mathematics: General (H)
11	ST305 Actuarial Mathematics: Life
12	ST330 Stochastic and Actuarial Methods in Finance

Students can replace 10, 11 or 12 with subjects to the value of one unit approved by their tutor, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries.

BA Anthropology and Law

Paper	Course number and title
Year 1	
1	AN100 Introduction to Social Anthropology
2	AN101 Ethnography and Theory
3	LL106 Public Law
4	LL104 Law of Obligations
Year 2	
5	AN226 Political and Legal Anthropology
6	LL108 Criminal Law
7	LL105 Law of Property I (H) and a further paper to the value of one half-unit to be selected from either Anthropology Selection List A or from the Law Selection List
8	Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B
Year 3	
9	LL232 Law and Institutions of the European Union
10	One course not already taken in the second year to be selected from Anthropology Selection List B
11 & 12	Courses to the value of two units not already taken to be selected from Anthropology Selection Lists A above and/or B below and the Law Selection List

Notes: No more than one and a half units taken under 7 and 8, 11 and 12 may be selected from Selection List A

Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America (H) (n/a 04/05)
AN205	The Anthropology of Melanesia (n/a 04/05)
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus (H) (n/a 04/05)
AN207	The Anthropology of Madagascar (H) (n/a 04/05)
AN208	Anthropological Linguistics (H) (n/a 04/05)
AN209	Research Methods in Social Anthropology (H) (n/a 04/05)
AN210	The Anthropology of Conflict, Revolution and War (H) (n/a 04/05)
AN211	The Anthropology of Death (H) (n/a 04/05)
AN212	The Anthropology of Art and Communication (H) (n/a 04/05)
AN213	Anthropological Theories of Exchange (H) (n/a 04/05)
AN214	The Anthropology of India
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 04/05)
AN216	Cognition and Anthropology (H)
AN217	The Anthropology of East and Central Africa (H) (n/a 04/05)
AN219	The Anthropology of Agrarian Development and Social Change (H) (n/a 04/05)
AN221	The Anthropology of Christianity (H)
AN223	The Anthropology of South East Asia (H) (n/a 04/05)
AN229	The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 04/05)
AN230	The Anthropology of Industrialisation and Industrial Life (H)
AN231	The Anthropology of China (H) (n/a 04/05)
AN232	Film and Photography in Anthropological Practice and Theory (H) (n/a 04/05)
AN233	The Anthropology of South-West Asian and North African Societies (H) (n/a 04/05)
AN235	The Anthropology of Southern Africa (H) (n/a 04/05)
AN236	The Anthropology of Governance in the Modern State (H) (may not be combined with AN239) (n/a 04/05)
AN237	The Anthropology of Development (H)
AN238	Anthropology and Human Rights (H) (n/a 04/05)
AN239	Anthropology of Civil Society, the State and Citizenship (H) (may not be combined with AN236) (n/a 04/05)

Anthropology Selection List B

AN200	Kinship, Sex and Gender
AN227	The Anthropology of Economic Institutions and their Social Transformations
AN300	Advanced Theory of Social Anthropology
AN301	The Anthropology of Religion

Law Selection List

LL109	Introduction to the Legal System (H)
LL201	Administrative Law
LL202	Commercial Contracts
LL203	Law of Business Associations
LL204	Advanced Torts
LL205	Medical Law
LL207	The Law Relating to Civil Liberties (n/a 04/05)
LL210	Information Technology and the Law
LL212	Conflict of Laws
LL221	Family Law
LL231	The Substantive Law of the European Union (n/a 04/05)

LL232	Law and Institutions of the European Union
LL233	Law of Evidence (n/a 04/05)
LL242	International Protection of Human Rights
LL250	Law and the Environment
LL251	Intellectual Property Law
LL253	The Law of Corporate Insolvency
LL257	Labour Law
LL259	Legal and Social Change since 1750
LL265	Legislation (Essay)
LL269	Civil Litigation - Processes and Functions
LL272	Outlines of Modern Criminology (H)
LL275	Property II
LL278	Public International Law
LL282	Law of Restitution (n/a 04/05)
LL284	Sentencing and Treatment of Offenders (H)
LL287	Social Security Law I (H) and LL288 Social Security Law II (H) (n/a 04/05)
LL293	Taxation
LL294	Law, Theory and Policy of Consumer Markets (n/a 04/05)
LL305	Jurisprudence

BSc Business Mathematics and Statistics

For students registered in and after October 2003. (Not applicable for 3rd year students in 2004/05. See interim regulations.)

Paper	Course number and title
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	Either EC100 Economics A* or EC102 Economics B *The Course Tutor must approve and countersign the selection of options form for any student wishing to take EC100
4	AC100 Elements of Accounting and Finance
Year 2	
5	MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
6	Either ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics Courses to the value of one unit from: MA103 Introduction to Abstract Mathematics OR202 Operational Research Methods ST202 Probability, Distribution Theory and Inference ST218 Projects in Applied Statistics (if not taken under paper 6)
7	Courses to the value of one unit from: ST226 Actuarial Investigations - Financial (H) ST227 Survival Models (H) ST205 Sample Surveys and Experiments (H)
8	Courses to the value of one unit from: AC212 Principles of Finance EC202 Microeconomic Principles II (only if EC102 has previously been taken) EC210 Macroeconomic Principles (only if EC102 has previously been taken) EC221 Principles of Econometrics IS143 Information Technology and Society (may not be selected if IS240 has previously been taken) PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
Year 3	
9, 10, 11	Courses to the value of three units from: ST300 Regression Analysis and Generalised Linear Models (H) ST302 Stochastic Processes (H) ST304 Time Series and Forecasting (H) ST305 Actuarial Mathematics: (Life) ST306 Actuarial Mathematics: General (H) ST307 Aspects of Market Research (H) ST325 Simulation Modelling and Analysis H (not if OR301 also taken) ST327 Market Research: An Integrated Approach ST331 Decision Theory and Bayesian Statistics MA203 Real Analysis (H) MA208 Optimisation (H) MA209 Differential Equations (H) MA300 Game Theory (not if MA301 also taken) MA301 Game Theory I (H) MA303 Chaos in Dynamical Systems (H) MA305 Control Theory (H) MA310 Mathematics of Finance and Valuation (H) MA311 Discrete Mathematics (H) MA312 Geometry and Convexity (H) MA313 Probability in Economics and Finance (H) MA314 Theory of Algorithms (H) MA315 Algebra and its Applications (H)

MN307 Aspects of Marketing Management (H)
OR301 Model Building in Operational Research (not if ST325 is taken)
OR304 Decision Analysis
IS340 Information Systems in Business
Courses to the value of up to one unit from paper 7 and/or paper 8 and/or from paper 12*

* Students will not be permitted to take any first year course under these options, with the exception of PS102

- 12 Courses to the value of one unit from:
AC211 Managerial Accounting
AC320 Corporate Finance and Financial Markets
EC313 Industrial Economics
EC321 Monetary Economics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
LL226 Elements of Labour Law
MN200 The Process of Management
SA250 Demographic Description and Analysis
Courses to the value of up to one unit, from paper 7 and/or 8, and/or papers 9, 10 & 11 or from courses taught outside the Departments of Mathematics and Statistics subject to the signature of the Course Tutor*.
* Students will not be permitted to take any first year course under these options, with the exception of MA103 and PS102

BSc Business Mathematics and Statistics

Interim regulations for 3rd year students in 2004/05

Paper Course number and title

Year 1

- 1 ST102 Elementary Statistical Theory
2 MA100 Mathematical Methods
3 *Either* EC100 Economics A* or EC102 Economics B
*The Course Tutor must approve and countersign the selection of options form for any student wishing to take EC100
4 AC100 Elements of Accounting and Finance

Year 2

- 5 MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
6 *Either* ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics
7 Courses to the value of one unit from:

- MA103 Introduction to Abstract Mathematics
OR202 Operational Research Methods
ST202 Probability, Distribution Theory and Inference
ST218 Projects in Applied Statistics (if not taken under paper 6)
Courses to the value of one unit from
ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)
ST205 Sample Surveys and Experiments (H)

8

- Courses to the value of one unit from:
AC212 Principles of Finance
EC202 Microeconomic Principles II (only if EC102 has previously been taken)
EC210 Macroeconomic Principles (only if EC102 has previously been taken)
EC221 Principles of Econometrics
IS143 Information Technology and Society (may not be selected if IS240 has previously been taken)
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

Year 3

- 9, 10, 11 Courses to the value of three units from:
ST300 Regression Analysis and Generalised Linear Models (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST305 Actuarial Mathematics: (Life)
ST306 Actuarial Mathematics: General (H)
ST307 Aspects of Market Research (H)
ST325 Simulation Modelling and Analysis H (not if OR301 also taken)
ST327 Market Research: An Integrated Approach
ST331 Decision Theory and Bayesian Statistics
MA203 Real Analysis (H)
MA208 Optimisation (H)
MA209 Differential Equations (H)
MA300 Game Theory (not if MA301 also taken)
MA301 Game Theory I (H)
MA303 Chaos in Dynamical Systems (H)
MA305 Control Theory (H)
MA310 Mathematics of Finance and Valuation (H)
MA311 Discrete Mathematics (H)
MA312 Geometry and Convexity (H)

MA313 Probability in Economics and Finance (H)
MA314 Theory of Algorithms (H)
MA315 Algebra and its Applications (H)
MN307 Aspects of Marketing Management (H)
OR301 Model Building in Operational Research (not if ST325 is taken)

OR304 Decision Analysis
IS340 Information Systems in Business
Courses to the value of up to one unit from paper 7 and/or paper 8 and/or from paper 12*

* Students will not be permitted to take any first year course under these options, with the exception of MA103 and PS102

- 12 Courses to the value of one unit from:
AC211 Managerial Accounting
AC320 Corporate Finance and Financial Markets
EC313 Industrial Economics
EC321 Monetary Economics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
LL226 Elements of Labour Law
MN200 The Process of Management
SA250 Demographic Description and Analysis
Courses to the value of up to one unit, from paper 7 and/or 8, and/or papers 9, 10 & 11 or from courses taught outside the Departments of Mathematics and Statistics subject to the signature of the Course Tutor*.
* Students will not be permitted to take any first year course under these options, with the exception of MA103 and PS102

BSc Econometrics and Mathematical Economics

For students registered in and before October 2002

Paper Course number and title

Year 1

- 1 EC102 Economics B
2 MA100 Mathematical Methods
3 ST102 Elementary Statistical Theory
4 An approved paper taught outside the Department of Economics

Year 2

- 5 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6 EC221 Principles of Econometrics
7 One from:
AC100 Elements of Accounting and Finance
EC210 Macroeconomic Principles
MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
MA300 Game Theory
OR201 Operational Research for Management
PH211 Philosophy of Economics
8 *Either* ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department

Year 3

- 9 *Either* EC309 Econometric Theory or EC319 Mathematical Economics or EC333 Problems of Applied Econometrics
10 One from the Selection list below
11 *Either* a further paper from 9 above or an approved paper from the Selection list below
12 EC331 Project in Quantitative Economics

Econometrics and Mathematical Economics Selection list

- AC100 Elements of Accounting and Finance (if not taken under 7 above)
AC212 Principles of Finance
AC320 Corporate Finance and Financial Markets (if AC212 taken in second year)
EC210 Macroeconomic Principles (if not taken under 7 above)
EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC321 Monetary Economics
MA300 Game Theory (if not taken under 7 above)
OR201 Operational Research for Management (if not taken under 7 above)
PH211 Philosophy of Economics (if not taken under 7 above)

BSc Econometrics and Mathematical Economics

For students registered in and after October 2003

Paper Course number and title

Year 1

- 1 EC102 Economics B
2 MA100 Mathematical Methods
3 ST102 Elementary Statistical Theory
4 An approved paper taught outside the Department of Economics

Year 2

- 5 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6 EC221 Principles of Econometrics
7 One from:
AC100 Elements of Accounting and Finance
EC210 Macroeconomic Principles
MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
MA300 Game Theory
OR202 Operational Research Methods
PH211 Philosophy of Economics
8 *Either* ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department

Year 3

- 9 *Either* EC309 Econometric Theory or EC319 Mathematical Economics or EC333 Problems of Applied Econometrics
10 One from the Selection list below
11 *Either* a further paper from 9 above or an approved paper from the Selection list below
12 EC331 Project in Quantitative Economics

Econometrics and Mathematical Economics Selection list

- AC100 Elements of Accounting and Finance (if not taken under 7 above)
AC212 Principles of Finance
AC320 Corporate Finance and Financial Markets (if AC212 taken in second year)
EC210 Macroeconomic Principles (if not taken under 7 above)
EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC317 Labour Economics
EC321 Monetary Economics
MA300 Game Theory (if not taken under 7 above)
OR202 Operational Research Methods (if not taken under 7 above)
OR301 Model Building in Operational Research (if OR202 taken in 2nd year)
PH211 Philosophy of Economics (if not taken under 7 above)

BSc Economic History

Paper Course number and title

Year 1

- 1 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
2 *Either* EC100 Economics A or EC102 Economics B
3 An approved paper from outside the Department
4 An approved paper from outside the Department

Year 2

- 5 EH245 Foundations of the Industrial Economy
6 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
7 & 8 Two from:
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1)
EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830 (n/a 04/05)
EH225 Latin America and the International Economy
EH236 The Integration of Europe's Economy, 1815-1990
EH240 Business and Economic Performance since 1945: Britain in International Context
A paper from Selection List A (pre-requisites allowing)

Year 3

- 9 & 10 Two from:
EC311 History of Economics: How Theories Change
EH301 The Origins of the World Economy, 1450-1750
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike

EH315 Africa and the World Economy (n/a 04/05)
EH320 The World Economic Crisis, 1919-1945 (n/a 04/05)
EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05)
EH326 Innovation and Finance in the 19th and 20th Centuries
EH327 China's Traditional Economy and its Growth in the Very Long-Term

- 11 A further paper from those listed under 7 & 8 (with the exception of those on the Selection List) or 9 & 10
12 EH390 Long Essay in Social or Economic History

Economic History Selection List A

- AN227 The Anthropology of Economic Institutions and their Social Transformations
EC200 Economics of Social Policy (n/a 04/05)
EC230 European Economic Policy
IR304 The Politics of International Economic Relations
LL259 Legal and Social Change since 1750
LN250 English Literature and Society
SA212 Family, Gender and Society (C)
SA252 Third World Demography
SO222 Aspects of British Society
An approved language course

BSc Economic History with Economics

For students registered in and before October 2002

Paper Course number and title

Year 1

- 1 EC102 Economics B
2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3 *Either* EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
4 An approved paper taught outside the Departments of Economics and Economic History

Year 2

- 5 *Either* EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Or EC210 Macroeconomic Principles
6 EH245 Foundations of the Industrial Economy
7 One from:
EH205 Towns, Society and Economy in England and Europe, 1450-1750
EH210 Economic and Social History of Britain from 1830 (n/a 04/05)
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy
EH236 The Integration of Europe's Economy 1815-1990
EH240 Business and Economic Performance since 1945: Britain in International Context
8 An approved paper taught outside the Departments of Economic History and Economics

Year 3

- 9 One from:
Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Or EC210 Macroeconomic Principles
10 One from:
EC311 History of Economics: How Theories Change
EH301 The Origins of the World Economy, 1450-1750
EH302 Work, Class and Organization: British Labour from Industrialization to General Strike
EH315 Africa and the World Economy (n/a 04/05)
EH320 The World Economic Crisis, 1919-1945 (n/a 04/05)
EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05)
EH326 Innovation and Finance in the 19th and 20th Centuries
EH327 China's Traditional Economy and its Growth in the Very Long-Term
11 *Either* a further paper from 7 above or a further paper from 10 above
12 EH390 Long Essay in Social or Economic History

BSc Economic History with Economics

For students registered in or after October 2003

Paper Course number and title

Year 1

- 1 EC102 Economics B
2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

3	MA100 Mathematical Methods
4	An approved paper taught outside the Departments of Economics and Economic History
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II Or EC210 Macroeconomic Principles
6	EH245 Foundations of the Industrial Economy
7	One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context
8	An approved paper taught outside the Departments of Economic History and Economics
Year 3	
9	One from: Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II Or EC210 Macroeconomic Principles
10	One from: EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750 EH302 Work, Class and Organization: British Labour from Industrialization to General Strike EH315 Africa and the World Economy (n/a 04/05) EH320 The World Economic Crisis, 1919-1945 (n/a 04/05) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very Long-Term
11	Either a further paper from 7 above or a further paper from 10 above
12	EH390 Long Essay in Social or Economic History

BSc Economic History with Population Studies

Last entry October 2002

Paper	Course number and title
Year 1	
1	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
2	SA103 Population, Economy and Society
3	Either ST103 Statistical Methods for Social Research or an approved paper from outside Economic History and Population Studies
4	An approved paper taught outside the Department
Year 2	
5	SA250 Demographic Description and Analysis
6	EH245 Foundations of the Industrial Economy
7	One from: SA251 European Population History (withdrawn 04/05) SA252 Third World Demography
8	One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context SA212 Family, Gender and Society
Year 3	
9	One from: EH301 The Origins of the World Economy, 1450-1750 EH315 Africa and the World Economy (n/a 04/05) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05)
10	A further paper from 9 above or from among the EH papers in 8 above
11	A further paper from 7 above

12	Either EH390 Long Essay in Social or Economic History or SA399 A Special Essay in Population Studies
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BSc Economics

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either EC110 Basic Mathematics for Economists (replaced by MA110 04/05) or MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
3	Either ST100 Statistics (if EC110 taken) (withdrawn) or ST102 Elementary Statistical Theory (if MA100 taken) or an approved paper taught outside the Department (if MA107 and ST107 taken)
4	An approved paper taught outside the Department
Year 2	
5	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	EC210 Macroeconomic Principles
7	Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
8	An approved paper taught outside the Department
Year 3	
9, 10, 11	Three from the Selection List below
12	One from: A further paper from the Selection List AC211 Managerial Accounting EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context EH315 Africa and the World Economy (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries GY201 Locational Change and Business Activity GY300 Europe and the Global Economy IR304 The Politics of International Economic Relations LL209 Commercial Law MA100 Mathematical Methods MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) MA300 Game Theory Either OR201 Operational Research for Management or OR202 Operational Research Methods PH211 Philosophy of Economics SA250 Demographic Description and Analysis

In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets (if AC212 taken in 2nd year)

BSc Economics

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA100 Mathematical Methods
3	ST102 Elementary Statistical Theory

4	An approved paper taught outside the Department
Year 2	
5	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	EC210 Macroeconomic Principles
7	Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
8	An approved paper taught outside the Department
Year 3	
9, 10, 11	Three from the Selection List below
12	One from: A further paper from the Selection List AC211 Managerial Accounting EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context EH315 Africa and the World Economy (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries GY201 Locational Change and Business Activity GY300 Europe and the Global Economy IR304 The Politics of International Economic Relations I LL209 Commercial Law MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) MA300 Game Theory Either OR202 Operational Research Methods or OR301 Model Building in Operational Research (if OR202 taken in 2nd year) PH211 Philosophy of Economics

In exceptional circumstances a student may substitute an outside paper for one of papers 9-12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets (if AC212 taken in 2nd year)

BSc Economics and Economic History

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	Either MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) Or EC110 Basic Mathematics for Economists (replaced with MA110 04/05)
4	An approved paper taught outside the Departments of Economics and Economic History
Year 2	
5	One from: Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II Or EC210 Macroeconomic Principles
6	Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
7	EH245 Foundations of the Industrial Economy
8	One from: EH205 Towns, Society and Economy in England and Europe 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05)

	EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context
Year 3	
9	One from: Either EC201 Microeconomic Principles I (if EC220 taken) or EC202 Microeconomic Principles II (if EC221 taken) Or EC210 Macroeconomic Principles
10	A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics
11	One from: EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750 EH302 Work, Class and Organization: British Labour from Industrialization to General Strike EH315 Africa and the World Economy (n/a 04/05) EH320 The World Economic Crisis, 1919-1945 (n/a 04/05) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very Long-Term
12	EH390 Long Essay in Social or Economic History

Economics Selection List A

EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics

BSc Economics and Economic History

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	MA100 Mathematical Methods
4	ST102 Elementary Statistical Theory
Year 2	
5	One from: Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
6	Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics
7	EH245 Foundations of the Industrial Economy
8	One from: EH205 Towns, Society and Economy in England and Europe 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context
Year 3	
9	One from: Either EC201 Microeconomic Principles I (if EC220 taken) or EC202 Microeconomic Principles II (if EC221 taken) Or EC210 Macroeconomic Principles
10	A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics
11	One from: EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750 EH302 Work, Class and Organization: British Labour from Industrialization to General Strike EH315 Africa and the World Economy (n/a 04/05) EH320 The World Economic Crisis, 1919-1945 (n/a 04/05)

- EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05)
 EH326 Innovation and Finance in the 19th and 20th Centuries
 EH327 China's Traditional Economy and its Growth in the Very Long-Term
 12 EH390 Long Essay in Social or Economic History

Economics Selection List A

EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC321	Monetary Economics
EC325	Public Economics
EC333	Problems of Applied Econometrics

BSc Economics with Economic History

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	Either EC110 Basic Mathematics for Economists (replaced with MA110 04/05) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) An approved paper taught outside the Department
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	EC210 Macroeconomic Principles
7	EH245 Foundations of the Industrial Economy
8	One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context
Year 3	
9 & 10	Two from: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC303 Economic Analysis of the European Union EC305 Comparative Economic Systems EC307 Development Economics EC311 History of Economics: How Theories Change EC313 Industrial Economics EC315 International Economics EC317 Labour Economics EC321 Monetary Economics EC325 Public Economics
11	One from: EH301 The Origins of the World Economy, 1450-1750 EH315 Africa and the World Economy (n/a 04/05) EH320 The World Economic Crisis, 1919-1945 (n/a 04/05) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries
12	An approved paper taught outside the Departments of Economics and Economic History

BSc Economics with Economic History

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	MA100 Mathematical Methods

4	ST102 Elementary Statistical Theory
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	EC210 Macroeconomic Principles
7	EH245 Foundations of the Industrial Economy
8	One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context
Year 3	
9 & 10	Two from: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC303 Economic Analysis of the European Union EC305 Comparative Economic Systems EC307 Development Economics EC311 History of Economics: How Theories Change EC313 Industrial Economics EC315 International Economics EC317 Labour Economics EC321 Monetary Economics EC325 Public Economics
11	One from: EH301 The Origins of the World Economy, 1450-1750 EH315 Africa and the World Economy (n/a 04/05) EH320 The World Economic Crisis, 1919-1945 (n/a 04/05) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) EH326 Innovation and Finance in the 19th and 20th Centuries
12	An approved paper taught outside the Departments of Economics and Economic History

BSc Environmental Management and Policy

Last entry October 2002

Paper	Course number and title
Year 1	
1	GY121 Environmental Change and Sustainable Development
2	GY120 The Natural Environment
3	GY140 Methods in Spatial and Social Analysis
4	An approved paper taught outside the Department
Year 2	
5	GY222 Economic Analysis of the Environment
6	GY323 Environmental Assessment and Management
7	GY220 Environment: Science and Society
8	GY240 Research Techniques (Spatial, Social and Environmental)
Year 3	
9	GY350 Independent Research Project
10	GY321 Environmental Politics and Policy
11 & 12	Two from: GY205 Political Geographies, Policy and Space GY302 Urban Development: Politics, Policy and Planning GY305 Applied Location and Spatial Analysis GY320 Environmental Risk Management GY340 Geographical Information Systems: Applications in Social Science An approved paper taught in the Geography Department or another Department in the School

BSc Environmental Policy

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3 & 4	Two from: Either EC100 Economics A or EC102 Economics B EH101 The Internationalisation of Economic Growth, 1870 to the Present Day GV100 Introduction to Political Theory GY103 Contemporary Europe IR100 The Structure of International Society MA107 Quantitative Methods (Mathematics) (H) and ST107

Quantitative Methods (Statistics) (H)
 PH103 Reason, Knowledge and Values: An Introduction to Philosophy
 SA103 Population, Economy and Society
 SO100 Principles of Sociology
 An approved Language (LN) course

Year 2	
5	GY222 Economic Analysis of the Environment
6	GY220 Environment: Science and Society
7 & 8	Two from: EC230 European Economic Policy EH225 Latin America and the International Economy GV227 The Politics of Economic Policy GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment LL278 Public International Law PH203 Philosophy of the Social Science SA213 European Social Policy SO201 Sociological Theory
Year 3	
9	GY321 Environmental Politics and Policy
10	GY323 Environmental Assessment and Management
11	One from: GY320 Environmental Risk Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project (GY240 compulsory prerequisite)
12	One from: (Illustrative and subject to alteration as Departments' Offerings change) GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis IR301 International Institutions IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory A further option from paper 11

BSc Environmental Policy with Economics

For students registered in or before October 2002

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3	EC102 Economics B
4	Either EC110 Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
Year 2	
5	GY220 Environment: Science and Society
6	GY222 Economic Analysis of the Environment
7	Either GY323 Environmental Assessment and Management or GY240 Research Techniques (Spatial, Social and Environmental) (if GY350, Independent Research Project being taken in Year 3) or Any other Approved Geography and Environment Option Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Year 3	
9	GY321 Environmental Politics and Policy
10	One from: EC210 Macroeconomic Principles, EC307 Development Economics, EC313 Industrial Economics, EC315 International Economics, EC325 Public Economics
11, 12	Two from: GY323 Environmental Assessment and Management (if not already taken in Year 2) GY302 Urban Development: Politics, Policy and Planning GY320 Environmental Risk Management GY340 Geographical Information Systems: Applications in Social Science

GY350 Independent Research Project (GY240 compulsory prerequisite)

BSc Environmental Policy with Economics

For students registered in October 2003

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3	EC102 Economics B
4	Either EC110 Basic Mathematics for Economists (replaced with MA110 04/05) or MA100 Mathematical Methods
Year 2	
5	GY220 Environment: Science and Society
6	GY222 Economic Analysis of the Environment
7	One from: EC230 European Economic Policy EH225 Latin America and the International Economy GV227 The Politics of Economic Policy GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment LL278 Public International Law PH203 Philosophy of the Social Sciences SA213 European Social Policy SO201 Sociological Theory
8	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Year 3	
9	GY321 Environmental Politics and Policy
10	GY323 Environmental Assessment and Management
11	One from: EC210 Macroeconomic Principles EC307 Development Economics EC313 Industrial Economics EC315 International Economics EC325 Public Economics
12	One from: GY302 Urban Development: Politics, Policy and Planning GY320 Environmental Risk Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project (GY240 compulsory prerequisite)

BSc Environmental Policy with Economics

For students registered in and after October 2004

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3	EC102 Economics B
4	Either MA100 Mathematical Methods or MA110 Basic Quantitative Methods
Year 2	
5	GY220 Environment: Science and Society
6	GY222 Economic Analysis of the Environment
7	One from: EC230 European Economic Policy EH225 Latin America and the International Economy GV227 The Politics of Economic Policy GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory

	LL250 Law and the Environment
	LL278 Public International Law
	PH203 Philosophy of the Social Sciences
	SA213 European Social Policy
	SO201 Sociological Theory
8	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
Year 3	
9	GY321 Environmental Politics and Policy
10	GY323 Environmental Assessment and Management
11 & 12	Two from: EC210 Macroeconomic Principles EC307 Development Economics EC313 Industrial Economics EC315 International Economics EC325 Public Economics GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY320 Environmental Risk Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project (GY240 compulsory prerequisite)
	IR301 International Institutions
	IR305 Strategic Aspects of International Relations
	IR306 Sovereignty, Rights and Justice: Issues in International Political Theory

BA Geography

Paper	Course number and title
Year 1	
1	GY100 Environment, Economy and Society
2	GY140 Methods in Spatial and Social Analysis
3	Either GY103 Contemporary Europe or GY120 The Natural Environment
4	An approved paper taught outside the Department
Year 2	
5	GY240 Research Techniques (Spatial, Social and Environmental)
6, 7 & 8	Two or three units from Selection List A and up to one unit from Selection List B
Year 3	
9	GY350 Independent Research Project
10, 11 & 12	Three units from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science One unit from 6-8 (excluding an LSE taught Outside Option)

Geography Selection List A

GY200	Economy, Society and Space
GY201	Location and Spatial Analysis
GY205	Political Geographies, Policy and Space
GY220	Environment Science and Society

Geography Selection List B

GY202	Introduction to Development in the South
GY222	Economic Analysis of the Environment An approved LSE taught option (either a GY course or an outside option)

BSc Geography and Population Studies

Last entry October 2002

Paper	Course number and title
Year 1	
1	GY100 Environment, Economy and Society
2	SA103 Population, Economy and Society
3	GY140 Methods in Spatial and Social Analysis
4	One from: AN100 Introduction to Social Anthropology EC100 Economics A EC102 Economics B

	IR100 The Structure of International Society
	PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
	SA100 Foundations of Social Policy
	ST100 Basic Statistics (withdrawn 04/05)
	ST102 Elementary Statistical Theory
	ST103 Statistical Methods for Social Research

Year 2	
5 & 6	Two from: GY103 Contemporary Europe GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental)
7	SA250 Demographic Description and Analysis
8	One from: SA251 European Population History (withdrawn 04/05) SA252 Third World Demography (withdrawn 04/05)
Year 3	
9 & 10	Two from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science
11	An approved LSE taught course (excluding GY103, Contemporary Europe)
12	SA399 Special Essay in Population Studies

BSc Geography with Economics

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either EC110 Basic Mathematics (replaced with MA110 04/05) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistic) (H)
3	GY100 Environment, Economy and Society
4	Either GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	GY201 Location and Spatial Analysis
7 & 8	Two from: GY200 Economy, Society and Space GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12) GY300 Europe and the Global Economy
Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project One other Geography course not taken under 7 & 8 An approved Economics course including EC305 Comparative Economic Systems EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project One other Geography course not taken under 7 & 8 An approved Economics course including EC305 Comparative Economic Systems EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

BSc Geography with Economics

For students registered in October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either EC110 Basic Mathematics or MA100 Mathematical Methods
3	GY100 Environment, Economy and Society
4	Either GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis or ST102 Elementary Statistical Theory or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	GY201 Location and Spatial Analysis
7 & 8	Two from the following: GY200 Economy, Society and Space GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12) GY300 Europe and the Global Economy
Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science GY350 Independent Research Project One other Geography course not taken under 7 & 8 An approved Economics course including EC305 Comparative Economic Systems EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

BSc Geography with Economics

For students registered in and after October 2004

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either MA100 Mathematical Methods or MA110 Basic Quantitative Methods
3	GY100 Environment, Economy and Society
4	Either GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis or ST102 Elementary Statistical Theory
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
6	GY201 Location and Spatial Analysis
7 & 8	Two from the following: GY200 Economy, Society and Space GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12) GY300 Europe and the Global Economy
Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Europe and the Global Economy GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY320 Environmental Risk Management GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY340 Geographical Information Systems: Applications in Social Science

	GY350 Independent Research Project
	One other Geography course not taken under 7 & 8
	An approved Economics course including EC305 Comparative Economic Systems EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

BSc Government

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	GV101 Introduction to Political Science
2	GV100 Introduction to Political Theory
3	An approved paper taught outside the Department
4	An approved paper taught outside the Department
Year 2	
5-8	Four from: a. Comparative Politics GV265 States, Nations and Empires b. European Politics GV264 Politics and Institutions in Europe c. Political Theory GV262 Concepts in Political Theory d. Public Policy One from: GV263 Public Policy Analysis GV225 Public Choice and Politics GV227 Politics of Economic Policy e. An approved paper taught outside the Department (if GV100 or GV101 not taken in year 1, this outstanding paper must be taken under this option in the second year)
Year 3	
9	A paper not chosen under 5, 6, 7 or 8
10	Either A paper from the Government Selection List Or A further paper from 5, 6, 7, or 8d) Public Policy
11	A paper from the Government Selection List
12	One from: An approved paper taught outside the Department A paper from the Government Selection List A further paper from 5-8d) Public Policy GV390 Essay Option (with the permission of his or her tutor and the teacher responsible for this course a student may chose to have one of his or her third year Government courses examined by means of a 10,000 word essay instead of the normal mode of examination. Permission to submit an essay must be obtained by 30th November. This essay will replace a listed 3rd year paper).

Government Selection List

Comparative Politics	
GV310	Democracy and Democratisation
GV350	Theories and Problems of Nationalism
European Politics	
GV351	Government, Politics and Public Policy in the EU
GV352	Government and Politics in Eastern Europe
Political Theory	
GV302	Key Themes in the History of Political Thoughts
Public Policy	
GV314	Empirical Research in Government
Options in Government normally require GV101 or GV100 to have been completed; Course Guides should be checked accordingly.	
No third year course can be taken in year 2.	

BSc Government

Interim regulations for third year students in October 2004

Paper	Course number and title
Year 1	
1	GV101 Introduction to Political Science
2	GV100 Introduction to Political Theory
3	An approved paper taught outside the Department
4	An approved paper taught outside the Department
Years 2 and 3	
NB: Options in Government normally require GV101 or GV100 to have been completed; Course guides should be checked accordingly	
5	One from: GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GV351 Government, Politics and Public Policy in the European

- Union (cannot be taken if GV244 Government, Politics and Public Policy in the European Union has already been taken)
GV352 Government and Politics in Eastern Europe (cannot be taken if GV246 Government and Politics in Eastern Europe has already been taken)
- 6 One from:
GV262 Concepts in Political Theory (cannot be taken if GV221 Political Philosophy has already been taken)
GV302 Key Themes in the History of Political Thought
- 7 One from:
GV225 Public Choice and Politics
GV227 The Politics of Economic Policy
GV263 Public Policy Analysis
GV310 Democracy and Democratisation (cannot be taken if GV223 Democracy and Democratisation has already been taken)
- 8 An approved paper taught outside the Department
- 9-12 Four from:
GV100 Introduction to Political Theory (must be taken and examined at the end of the second year of the degree if not taken in Year 1)
GV225 Public Choice and Politics
GV227 The Politics of Economic Policy
GV262 Concepts in Political Theory (cannot be taken if GV221 Political Philosophy has already been taken)
GV263 Public Policy Analysis
GV264 Politics and Institutions in Europe
GV265 States, Nations and Empires
GV302 Key Themes in the History of Political Thought
GV310 Democracy and Democratisation (cannot be taken if GV223 Democracy and Democratisation has already been taken)
GV314 Empirical Research in Government
GV350 Theories and Problems of Nationalism (cannot be taken if GV234 Theories and Problems of Nationalism has already been taken)
A paper from 5 above
A further paper from 5 above
An approved paper taught outside the Department

BSc Government and Economics

For students registered in October 2003

- | Paper | Course number and title |
|--|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | Either EC110 (replaced by MA110 04/05) Basic Mathematics for Economists or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) |
| 3 & 4 | Two from:
GV101 Introduction to Political Science
GV100 Introduction to Political Theory
An approved paper taught outside the Department of Government and Economics |
| Year 2 | |
| NB: Options in Government normally require GV101 or GV100 to have been completed; Course Guides should be checked accordingly. | |
| 5 | EC201 Microeconomic Principles I |
| 6 | EC210 Microeconomic Principles |
| 7 | One from:
GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
GV101 Introduction to Political Science (should normally be taken and examined at the end of the second year if not taken in Year 1)
An approved paper from the Government Selection List A or B* (if both GV100 and GV101 taken under 3 & 4 above)
An approved paper taught outside the Departments of Economics and Government (if both GV100 and GV101 taken under 3 & 4 above) |
| 8 | Either: An approved paper from the Government Selection Lists A or B*
Or: GV225 Public Choice and Politics |
| Year 3 | |
| 9 | Either: GV225 Public Choice and Politics (if not taken under No 8 above)
Or: An approved paper from the Government Selection Lists A or B* |
| 10 | An approved paper from the Economics Selection List |
| 11 | An approved paper from the Government Selection List A or B* |
| 12 | One from:
EC220 Introduction to Econometrics (3rd year only)
An approved paper from the Economics Selection List |

- An approved paper from the Government Selection List A or B*
- An approved paper taught outside the Departments of Economics and Government

Notes
* Students are required to choose at least one paper from each of the two Government Selections Lists

Government Selection List A

- Comparative Politics
GV265 States, Nations and Empires
GV310 Democracy and Democratisation
GV350 Theories and Problems of Nationalism
- European Politics
GV264 Politics and Institutions of Europe
GV351 Government, Politics and Public Policy in the EU
GV352 Government and Politics in Eastern Europe

Government Selection List B

- Political Theory
GV262 Concepts in Political Theory
GV302 Key Themes in the History of Political Thought
- Public Policy
GV263 Public Policy Analysis
GV227 Politics of Economic Policy
- No third year course can be taken in year 2.

Economics Selection List

- EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

BSc Government and Economics

For students registered in and after October 2004

- | Paper | Course number and title |
|--|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | Either MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) |
| 3 & 4 | Two from:
GV101 Introduction to Political Science
GV100 Introduction to Political Theory
An approved paper taught outside the Department of Government and Economics |
| Year 2 | |
| NB: Options in Government normally require GV101 or GV100 to have been completed; Course Guides should be checked accordingly. | |
| 5 | EC201 Microeconomic Principles I |
| 6 | EC210 Microeconomic Principles |
| 7 | One from:
GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
GV101 Introduction to Political Science (should normally be taken and examined at the end of the second year if not taken in Year 1)
An approved paper from the Government Selection List A or B* (if both GV100 and GV101 taken under 3 & 4 above)
An approved paper taught outside the Departments of Economics and Government (if both GV100 and GV101 taken under 3 & 4 above) |
| 8 | Either: An approved paper from the Government Selection Lists A or B*
Or: GV225 Public Choice and Politics |
| Year 3 | |
| 9 | Either: GV225 Public Choice and Politics (if not taken under No 8 above)
Or: An approved paper from the Government Selection Lists A or B* |
| 10 | An approved paper from the Economics Selection List |
| 11 | An approved paper from the Government Selection List A or B* |
| 12 | One from:
EC220 Introduction to Econometrics (3rd year only)
An approved paper from the Economics Selection List |

- An approved paper from the Government Selection List A or B*
- An approved paper taught outside the Departments of Economics and Government

Notes
* Students are required to choose at least one paper from each of the two Government Selections Lists

Government Selection List A

- Comparative Politics
GV265 States, Nations and Empires
GV310 Democracy and Democratisation
GV350 Theories and Problems of Nationalism
- European Politics
GV264 Politics and Institutions of Europe
GV351 Government, Politics and Public Policy in the EU

Government Selection List B

- Political Theory
GV262 Concepts in Political Theory
GV302 Key Themes in the History of Political Thought
- Public Policy
GV263 Public Policy Analysis
GV227 Politics of Economic Policy
- All Government third year courses (those with GV3xx prefix) have a second year course as a prerequisite, which should be taken prior to, or in some cases, contemporaneously with, the third year course. No third year course can be taken in year 2.

Economics Selection List

- EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

BSc Government and Economics

Interim regulations for third year students in October 2004

- | Paper | Course number and title |
|---|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | Either MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) |
| 3 & 4 | Two from:
GV100 Introduction to Political Theory
GV101 Introduction to Political Science
An approved paper taught outside the Department of Government and Economics |
| Years 2 and 3 | |
| NB: Options in Government may require GV101 or GV100 to have been completed; Course Guides should be checked accordingly. | |
| 5 | EC201 Microeconomic Principles I |
| 6 | EC210 Microeconomic Principles |
| 7 | One from:
GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
GV101 Introduction to Political Science (should normally be taken and examined at the end of the second year if not taken in Year 1)
An approved paper from the Government Selection List (if both GV100 and GV101 taken under 3 & 4 above)
An approved paper taught outside the Departments of Economics and Government (if both GV100 and GV101 taken under 3 & 4 above) |
| 8 | One from:
GV264 Politics and Institutions in Europe
GV265 States, Nations and Empires
GV351 Government, Politics and Public Policy in the European Union (cannot be taken if GV244 Government, Politics and Public Policy in the European Union has already been taken)
GV352 Government and Politics in Eastern Europe (cannot be taken if GV246 Government and Politics in Eastern Europe has already been taken) |
| 9 | GV225 Public Choice and Politics |
| 10 | An approved paper from the Economics Selection List |
| 11 | An approved paper from the Government Selection List |

- 12 One from:
EC220 Introduction to Econometrics (3rd year only)
An approved paper from the Economics Selection List
An approved paper from the Government Selection List
An approved paper taught outside the Departments of Economics and Government

Government Selection List

- GV227 Politics of Economic Policy
GV262 Concepts in Political Theory (cannot be taken if GV221 Political Philosophy has already been taken)
GV263 Public Policy Analysis
GV264 Politics and Institutions of Europe
GV265 States, Nations and Empires
GV302 Key Themes in the History of Political Thought
GV310 Democracy and Democratisation (cannot be taken if GV223 Democracy and Democratisation has already been taken)
GV314 Empirical Research in Government
GV350 Theories and Problems of Nationalism (cannot be taken if GV234 Theories and Problems of Nationalism has already been taken)

Economics Selection List

- EC301 Advanced Economic Analysis
EC303 Economic Analysis of the European Union
EC305 Comparative Economic Systems
EC307 Development Economics
EC311 History of Economics: How Theories Change
EC313 Industrial Economics
EC315 International Economics
EC321 Monetary Economics
EC325 Public Economics

BSc Government and History

For students registered in and after October 2003

- | Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | Either GV101 Introduction to Political Science or GV100 Introduction to Political Theory |
| 2 | One from:
HY101 The European Civil War, 1890-1990
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
HY115 National Identity in the British Isles, c.1707-1951
HY116 International History since 1890 |
| 3 | Either the paper not taken under 1 or a further paper from 2 |
| 4 | An approved paper taught outside the Departments of Government and International History |
| Year 2 | |
| 5 | One from:
GV100 Introduction to Political Theory (must be taken and examined at the end of the second year if not taken in Year 1)
GV101 Introduction to Political Science (must be taken and examined at the end of the second year if not taken in Year 1)
An approved paper from the Government Selection List A or B* (if both GV100 and GV101 taken under 1 above) |
| 6 | An approved paper from the Government Selection List A or B* |
| 7 | An approved paper from the History Selection List A |
| 8 | An approved paper from the History Selection List A or B |
| Year 3 | |
| 9 | An approved paper from the Government Selection List A or B* |
| 10 | An approved paper from the History Selection List C |
| 11 | One from:
An approved paper from the Government Selection List A or B*
An approved paper from the History Selection Lists A, B or C
HY300 Essay Option |
| 12 | One from:
An approved paper from the Government Selection List A or B*
An approved paper from the History Selection Lists A, B or C
An approved paper taught outside the Departments of Government and International History |

Notes

* Students are required to choose at least one paper from each of the Government Selections Lists
NB: Options in Government normally require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

Government Selection List A

Comparative Politics

- GV264 Politics and Institutions of Europe
 GV265 States, Nations and Empires
 GV310 Democracy and Democratisation
 GV350 Theories Problems and Nationalism

European Politics

- GV351 Government, Politics and Public Policy in the EU
 GV352 Government and Politics in Eastern Europe

Government Selection List B

Political Theory

- GV262 Concepts in Political Theory
 GV302 Key Themes in the History of Political Thought

Public Policy

- GV225 Public Choice and Politics
 GV227 Politics of Economic Policy
 GV263 Public Policy Analysis
 GV314 Empirical Research in Government

No third year course can be taken in year 2.

History Selection List A

- HY206 The International History of Cold War, 1945-1975
 HY208 The History of the United States since 1783 (C)
 HY209 The Spanish Civil War: its Causes, Course and Consequences
 HY221 The History of Russia, 1682-1825
 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (C)
 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)

History Selection List B

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion (C)
 HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
 HY226 The Great War 1914-1918
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY233 Empire and Nation: Britain and India since 1750
 HY234 Muslims Christians and Jews in the Early Modern World (C)
 HY236 Race, Sex and Slavery: The Western Experience (C)

History Selection List C

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-45
 HY311 The United States and the Vietnam Wars, 1945-75: An International History (C)
 HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
 HY313 The International History of East Asia, 1914-1945
 HY315 The European Enlightenment, c.1680-1830
 HY316 The Independence and Partition of India
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
 HY318 Leadership or Detachment? British Policy Towards Western Europe, 1947-1973

BSc Government and History

Interim regulations for third year students in October 2004

Paper Course number and title

Year 1

- 1 Either GV101 Introduction to Political Science or GV100 Introduction to Political Theory

2

- One from:
 HY101 The European Civil War, 1890-1990
 HY112 Race, Sex and Slavery: The Western Experience (withdrawn)
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
 HY115 National Identity in the British Isles, c.1707-1951

3

- Either the paper not taken under 1 or a further paper from 2

4

- An approved paper taught outside the Departments of Government and International History

Years 2 and 3

NB: Options in Government normally require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

5

- One from:
 GV100 Introduction to Political Theory (must be taken and examined at the end of the second year if not taken in Year 1)

- GV101 Introduction to Political Science (must be taken and examined at the end of the second year if not taken in Year 1)
 An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)

6

- One from:
 GV264 Politics and Institutions in Europe
 GV265 States, Nations and Empires
 GV351 Government, Politics and Public Policy in the EU (cannot be taken if GV244 Government, Politics and Public Policy in the European Union has already been taken)
 GV352 Government and Politics in Eastern Europe (cannot be taken if GV246 Government and Politics in Eastern Europe has already been taken)

7

- An approved paper from the Government Selection List

8

- An approved paper from the History Selection List A

9

- An approved paper from the History Selection List C

10

- An approved paper not already taken from the History Selection Lists A or B below (normally to be taken in Year 3)

11

- One from:
 An approved paper from the Government Selection List
 An approved paper from the History Selection Lists A, B or C
 HY300 Essay Option
 One from:
 An approved paper not already chosen from the Government Selection List
 An approved paper not already taken from the History Selection Lists A, B or C
 An approved paper taught outside the Departments of Government and International History

Government Selection List A

- GV225 Public Choice and Politics
 GV227 The Politics of Economic Policy
 GV262 Concepts in Political Theory (cannot be taken if GV221 Political Philosophy has already been taken)

GV263

- Public Policy Analysis

GV264

- Politics and Institutions in Europe

GV265

- States, Nations and Empires

GV302

- Key Themes in the History of Political Thought

GV310

- Democracy and Democratisation (cannot be taken if GV223 Democracy and Democratisation has already been taken)

GV314

- Empirical Research in Government

GV350

- Theories Problems and Nationalism (cannot be taken if GV234 Theories and Problems of Nationalism has already been taken)

History Selection List A

- HY208 The History of the United States since 1783 (C)
 HY209 The Spanish Civil War: its Causes, Course and Consequences
 HY221 The History of Russia, 1682-1825
 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (C)
 HY233 Empire and Nation: British and India since 1750
 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)

History Selection List B

- HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
 HY226 The Great War 1914-1918 (n/a 04/05)
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY234 Muslims Christians and Jews in the Early Modern World (C)
 HY236 Race, Sex and Slavery: The Western Experience (if not already taken in Year 1 under HY112) (C)

History Selection List C

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-45
 HY311 The United States and the Vietnam Wars, 1945-75: An International History (C)
 HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
 HY313 The International History of East Asia, 1914-1945 (n/a 04/05)
 HY315 The European Enlightenment, c.1680-1830 (n/a 04/05)
 HY316 The Independence and Partition of India
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
 HY318 Leadership or Detachment? British Policy Towards Western Europe, 1947-1973
 HY319 Napoleon and Europe

BA History

For students registered in and before October 2002

Paper Course number and title

Year 1

1, 2 & 3

- Three from: (including at least one from the following: HY112 (withdrawn 04/05), HY114 and HY115)
 HY101 The European Civil War, 1890-1990
 HY112 Race, Sex and Slavery: The Western Experience (withdrawn 04/05)
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
 HY115 National Identity in the British Isles, c.1707-1951
 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 An approved paper taught outside the Department

4

Year 2

5

- One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750
 HY221 The History of Russia 1682-1825
 HY223 From Reich to Nation: The Contest for Hegemony in Germany, 1648-1871
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY234 Muslims, Christians and Jews in the Early Modern World (C)
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY315 The European Enlightenment, c.1680-1830
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
 HY319 Napoleon and Europe
 6 One paper from the Selection List A, not taken previously (below) or EH210 Economic and Social History of Britain from 1830
 7 One paper from the Selection List B, not taken previously (below) or EH225 Latin America and the International Economy or EH236 The Integration of Europe's Economy, 1815-1990
 An Approved paper taught outside the Department

8

Year 3

9

- HY314 Representing the Past: Historiography and Historical Methods
 10 A paper from the Selection List C
 11 A further paper from Selection Lists A, B or C or a further paper from paper No 5 above (not already taken)
 12 HY300 Essay

Selection List A

- HY208 The History of the United States since 1783 (C)
 HY209 The Spanish Civil War: its Causes, Course and Consequences
 HY221 The History of Russia 1682-1825
 HY232 Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe 1914-1990 (C)
 HY233 Empire and Nation: Britain and India since 1750
 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)

Selection List B

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
 HY206 The International History of the Cold War, 1945-1975
 HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
 HY226 The Great War 1914-1918 (n/a 04/05)
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY234 Muslims, Christians and Jews in the Early Modern World (C)
 HY236 Race, Sex and Slavery: The Western Experience (if not already taken in Year 1 as HY112) (C)

Selection List C

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-45
 HY311 The United States and the Vietnam Wars, 1945-75: An International History (C)
 HY312 From Suez to the Six Day War: Britain, the United States and Arab Nationalism, 1952-1970
 HY313 The International History of East Asia, 1914-1945 (n/a 04/05)
 HY315 The European Enlightenment, c.1680-1830 (n/a 04/05)
 HY316 The Independence and Partition of India
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

- HY318 Leadership or Detachment? British Policy towards Western Europe, 1947-1973
 HY319 Napoleon and Europe
 HY320 The Cold War Endgame

BA History

For students registered in and after October 2003

Paper Course number and title

Year 1

1, 2 & 3

- Three from: (including at least one from the following: (HY114 and HY115)
 HY101 The European Civil War, 1890-1990
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
 HY115 National Identity in the British Isles, c.1707-1951
 HY116 International History since 1890
 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 An approved paper taught outside the Department

4

Year 2

5

- One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750
 HY221 The History of Russia 1682-1825
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY234 Muslims, Christians and Jews in the Early Modern World (C)
 HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY315 The European Enlightenment, c.1680-1830
 HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
 HY319 Napoleon and Europe
 6 One paper from the Selection List A, not taken previously (below) or EH210, Economic and Social History of Britain from 1830 (n/a 04/05)
 7 One paper from the Selection List B, not taken previously (below) or EH225 Latin America and the International Economy or EH236 The Integration of Europe's Economy, 1815-1990
 An Approved paper taught outside the Department

8

Year 3

9

- HY314 Representing the Past: Historiography and Historical Methods
 10 A paper from the Selection List C
 11 A further paper from Selection Lists A, B or C or a further paper from paper No 5 above (not already taken)
 12 HY300 Essay

History Selection List A

- HY208 The History of the United States since 1783 (C)
 HY209 The Spanish Civil War: its Causes, Course and Consequences
 HY221 The History of Russia, 1682-1825
 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (C)
 HY233 Empire and Nation: Britain and India since 1750
 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)

History Selection List B

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
 HY206 The International History of the Cold War, 1945-1975
 HY222 France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
 HY226 The Great War 1914-1918 (n/a 04/05)
 HY230 The Early Colonial Empires: Europe and the World 1400-1750
 HY234 Muslims Christians and Jews in the Early Modern World (C)
 HY236 Race, Sex and Slavery: The Western Experience (C)

History Selection List C

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-45
 HY311 The United States and the Vietnam Wars, 1945-75: An International History (C)
 HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
 HY313 The International History of East Asia, 1914-1945 (n/a 04/05)
 HY315 The European Enlightenment, c.1680-1830 (n/a 04/05)

HY316	The Independence and Partition of India
HY317	Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY318	Leadership or Detachment? British Policy Towards Western Europe, 1947-1973
HY319	Napoleon and Europe
HY320	The Cold War Endgame

BSc Human Resource Management and Employment Relations

Paper	Course number and title
Year 1	
1	ID100 Employment Relations
2, 3 & 4	Three from: AN100 Introduction to Social Anthropology EC100 Economics A or EC102 Economics B Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory IS143 Information Technology and Society Either LN130 French Language and Society 1 or LN110 German Language and Society 1 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology SO100 Principles of Sociology Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) An approved paper taught outside the Department
Year 2	
5	ID290 Human Resource Management
6, 7 & 8	Three from Groups A and B below
Year 3	
9	ID300 Selected Topics in Employment Relations
10, 11 & 12	Three from Groups A and B below (must include at least one & 12 of the 3rd year options)
Group A (at least two and up to a maximum of six units)	
ID200	Organisational Theory and Behaviour
ID202	Economics of the Labour Market: Economic Analysis of Unions (H)
ID203	Economics of the Labour Market: Pay (H)
ID314	Industrial Psychology (H)
ID315	Trade Unions and Social Movements (H) (n/a 04/05)
ID399	Employment Relations Project (3rd year only)
EC317	Labour Economics (3rd year only and only if ID202/ID203 previously taken)
MN307	Aspects of Marketing Management (H)
LL226	Elements of Labour Law
SO212	Work, Management and Globalisation
Group B (up to four units)	
AC100	Elements of Accounting and Finance
AC211	Managerial Accounting
AN227	The Anthropology of Economic Institutions and Social Transformations
AN230	The Anthropology of Industrialisation and Industrial Life (H)
EH210	Economic and Social History of Britain from 1830 (n/a 04/05)
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH240	Business and Economic Performance since 1945: Britain in International Context
EH302	Work, Class and Organisation: British Labour History from Industrialisation to General Strike
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) (may only be selected if EH220 previously taken)
IS340	Information Systems in Business
LL209	Commercial Law
MN201	Economics for Management
OR201	Operational Research for Management
SO208	Gender and Society Two approved papers taught outside the Department (2nd and 3rd year papers only, any 1st year paper requires the permission of the Departmental Tutor)

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	One from: EH101 The Internationalisation of Economic Growth, 1870 to the Present Day, HY101 The European Civil War, 1890-1990, HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
3	One from: HY115 National Identity in the British Isles, c.1707-1951

BSc Industrial Relations and Human Resource Management

Paper	Course number and title
Year 1	
1	ID100 Employment Relations
2, 3 & 4	Three from: AN100 Introduction to Social Anthropology EC100 Economics A or EC102 Economics B Either GV101 Introduction to the Study of Politics or GV100 Introduction to Political Theory IS143 Information Technology and Society Either LN130 French Language and Society 1 or LN110 German Language and Society 1 PS102 Self, Others and Society: Perspectives on Social and Applied Psychology SO100 Principles of Sociology Either ST103 Statistical Methods for Social Research or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) An approved paper taught outside the Department
Year 2	
5	ID290 Human Resource Management
6, 7 & 8	Three from Groups A and B below
Year 3	
9	ID300 Selected Topics in Employment Relations
10, 11 & 12	Three from Groups A and B below (must include at least one of the 3rd year options)
Group A At least two and up to a maximum of six units.	
ID200	Organisational Theory and Behaviour
ID202	Economics of the Labour Market: Economic Analysis of Unions (H)
ID203	Economics of the Labour Market: Pay (H)
ID314	Industrial Psychology (H)
ID315	Trade Unions and Social Movements (H) (n/a 04/05)
ID399	Employment Relations Project (3rd year only)
EC317	Labour Economics (3rd year only and only if ID202/ID203 previously taken)
MN307	Aspects of Marketing Management (H)
LL226	Elements of Labour Law
SO212	Work, Management and Globalisation
Group B Up to four units.	
AC100	Elements of Accounting and Finance
AC211	Managerial Accounting
AN227	The Anthropology of Economic Institutions and Social Transformations
AN230	The Anthropology of Industrialisation and Industrial Life (H)
EH210	Economic and Social History of Britain from 1830 (n/a 04/05)
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH240	Business and Economic Performance since 1945: Britain in International Context
EH302	Work, Class and Organisation: British Labour History from Industrialisation to General Strike
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05) (may only be selected if EH220 previously taken)
IS340	Information Systems in Business
LL209	Commercial Law
MN201	Economics for Management
OR201	Operational Research for Management
SO208	Gender and Society Two approved papers taught outside the Department (2nd and 3rd year papers only, any 1st year paper requires the permission of the Departmental Tutor)

BSc International Relations

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	One from: EH101 The Internationalisation of Economic Growth, 1870 to the Present Day, HY101 The European Civil War, 1890-1990, HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
3	One from: HY115 National Identity in the British Isles, c.1707-1951

BSc International Relations

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	One from: EH101 The Internationalisation of Economic Growth, 1870 to the Present Day, HY101 The European Civil War, 1890-1990, HY113 From Empire to Independence: the Extra-European World in the Twentieth Century HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
3	One from: HY115 National Identity in the British Isles, c.1707-1951

Paper	Course number and title
Year 1	
4	GV100 Introduction to Political Theory PH103 Reason, Knowledge and Values: An Introduction to Philosophy SO100 Principles of Sociology An approved paper taught outside the Department
Year 2	
5	IR200 International Political Theory
6	HY202 International History since 1890 + (withdrawn 04/05)
7	One from: GV234 Theories and Problems of Nationalism (replaced with GV350 in 04/05) IR201 Europe's Institutional Order IR302 The Ethics of War IR305 Strategic Aspects of International Relations I LL278 Public International Law A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below
8	An approved paper taught outside the Department
Year 3	
9	IR300 Foreign Policy Analysis I
10	IR301 International Institutions I
11	IR304 Politics of International Economic Relations I
12	One from: GV350 Theories and Problems of Nationalism (if not taken under paper 7) IR302 The Ethics of War (if not taken under paper 7) IR303 Regional Integration in Western Europe I IR305 Strategic Aspects of International Relations I (if not taken under paper 7) IR306 Sovereignty, Rights and Justice: Issues in International Political Theory IR308 Systematic Change in the Twentieth Century: Theories of the Cold War IR399 Essay Option LL242 International Protection of Human Rights A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

Notes

+ means this course has been withdrawn as of 2004/05

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

EC230	European Economic Policy
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225	Latin America and the International Economy
GV100	Introduction to Political Theory
GV227	The Politics of Economic Policy
GV310	Democracy and Democratisation
GV350	Theories and Problems of Nationalism
GV351	Government, Politics and Public Policy in the European Union
GV352	Government and Politics in Eastern Europe
GV246	Government and Politics in Eastern Europe
GY220	Environment: Science and Society
GY301	The Political Geography of Development and the South
HY209	The Spanish Civil War: its Causes, Course and Consequences
HY222	France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
HY226	The Great War, 1914-1918 (n/a 04/05)
HY304	Germany's New Order in Europe, 1939-1945
LL242	The International Protection of Human Rights
LL250	Law and the Environment
LN200	Russian Language and Society 2
LN210	German Language and Society 2
LN220	Spanish Language and Society 2
LN230	French Language and Society 2
PH203	Philosophy of the Social Sciences
SA213	European Social Policy
SO201	Sociological Analysis
SO202	The Social Analysis of Russia and the CIS Any other paper, not on the exclusion lists, approved by the Departmental tutor of the Department of International Relations

BSc International Relations

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	HY116 International History since 1890
3	One from:

Paper	Course number and title
Year 1	
4	GV100 Introduction to Political Theory PH103 Reason, Knowledge and Values: An Introduction to Philosophy SO100 Principles of Sociology An approved paper taught outside the Department
Year 2	
5	IR200 International Political Theory
6	IR301 International Institutions
7	IR300 Foreign Policy Analysis
8	One from: EC100 Economics A EH101 The Internationalisation of Economic Growth, 1870 to the Present Day HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion HY209 The Spanish Civil War: its Causes, Course and Consequences HY222 France in International Affairs, 1940-1981: European, Colonial and East-West Conflict HY226 The Great War, 1914-1918 (n/a 04/05) HY230 The Early Colonial Empires: Europe and the World 1400-1750 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe 1914-1990 (C) IR201 Europe's Institutional Order LL278 Public International Law
Year 3	
9 & 10	Two from: GV350 Theories and Problems of Nationalism IR302 The Ethics of War IR303 Regional Integration in Western Europe (n/a 04/05) IR304 Politics of International Economic Relations * IR305 Strategic Aspects of International Relations I IR306 Sovereignty, Rights and Justice: Issues in International Political Theory IR308 Systematic Change in the Twentieth Century: Theories of the Cold War IR309 International Security LL242 International Protection of Human Rights ** A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below
11	IR399 Long Essay
Notes	
* Prerequisites for this course are normally EH101 or EC100	
** Prerequisite for this course is LL278	

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

EC230	European Economic Policy
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225	Latin America and the International Economy
GV100	Introduction to Political Theory
GV227	The Politics of Economic Policy
GV262	Concepts in Political Theory
GV264	Politics and Institutions in Europe
GV265	States, Nations and Empires
GV310	Democracy and Democratisation
GV350	Theories and Problems of Nationalism
GV351	Government, Politics and Public Policy in the European Union
GV352	Government and Politics in Eastern Europe
GY202	Introduction to Development in the South
GY220	Environment: Science and Society
GY301	The Political Geography of Development and the South
HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY206	The International History of the Cold War, 1945-1975
HY209	The Spanish Civil War: its Causes, Course and Consequences
HY222	France in International Affairs, 1940-1981: European, Colonial, and East-West Conflict
HY226	The Great War, 1914-1918 (n/a 04/05)
HY304	Germany's New Order in Europe, 1939-1945
HY319	Napoleon and Europe
LL242	The International Protection of Human Rights
LL250	Law and the Environment
LN200	Russian Language and Society 2
LN210	German Language and Society 2
LN220	Spanish Language and Society 2
LN230	French Language and Society 2
PH203	Philosophy of the Social Sciences
SA213	European Social Policy
SO201	Sociological Analysis
SO202	The Social Analysis of Russia and the CIS Any other paper, not on the exclusion lists, approved by

the Departmental Tutor of the Department of International Relations

BSc International Relations and History

For students registered in and before October 2002

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
One from:
2 HY101 The European Civil War 1890-1990,
HY113 From Empire to Independence: The Extra European World in the 20th Century
HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
HY115 National Identity in the British Isles, c.1707-1951
- 3 & 4 Two from:
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
LL278 Public International Law
An approved language (LN) course
An approved paper taught outside the Department
- Year 2
- 5 IR200 International Political Theory
6 HY202 International History since 1890 (withdrawn)
7 Either IR300 Foreign Policy Analysis I or IR301 International Institutions I
8 One from:
HY209 The Spanish Civil War: its Causes, Course and Consequences
HY221 The History of Russia 1682-1825
HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict
HY226 The Great War 1914-1918
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (C)
HY233 Empire and Nation: Britain and India since 1750
HY234 Muslims, Christians and Jews in the Early Modern World (C)
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840

Year 3

- 9 The paper not taken under 7 above
10 One from:
GV350 Theories and Problems of Nationalism
IR302 Ethics of War
IR303 Regional Integration in Western Europe (n/a 04/05)
IR304 The Politics of International Economic Relations
IR305 Strategic Aspects of International Relations
IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
11 One from:
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
HY303 Russia in Revolution, 1914-21
HY304 Germany's New Order in Europe, 1939-45
HY311 The United States and the Vietnam Wars, 1945-75: An international History (C)
HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY313 The International History of East Asia, 1914-1945 (n/a 04/05)
HY314 Representing the Past: Historiography and Historical Methods
HY316 The Independence and Partition of India
HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY318 Leadership or Detachment? British Policy Towards Western Europe 1947-1973
HY319 Napoleon and Europe
HY320 The Cold War Endgame
12 One from:
A further paper from 10 or 11 above
HY300 History Essay
An approved paper taught outside the Department of International Relations and International History

BSc International Relations and History

For students registered in and after October 2003

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
2 HY116 International History since 1890
3 & 4 Two from:
HY101 The European Civil War 1890-1990
HY113 From Empire to Independence: The Extra European World in the 20th Century
HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
HY115 National Identity in the British Isles c.1707-1951
EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
LL278 Public International Law
An approved language (LN) course
An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory
6 Either IR300 Foreign Policy Analysis I or IR301 International Institutions I or an approved paper taught outside the Departments of International Relations and International History.
7 & 8 Two from:
HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY206 The International History of the Cold War, 1945-1975
HY208 The History of the United States since 1783
HY209 The Spanish Civil War: its Causes, Course and Consequences
HY221 The History of Russia 1682-1825
HY222 France in International Affairs 1940-1981: European, Colonial, and East-West Conflict
HY226 The Great War 1914-1918 (n/a 04/05)
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (C)
HY233 Empire and Nation: Britain and India since 1750
HY234 Muslims, Christians and Jews in the Early Modern World (C)
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
HY236 Race, Sex and Slavery: The Western Experience (C)

Year 3

- 9 Either IR300 or IR301, not taken above
10 One from:
GV350 Theories and Problems of Nationalism
IR302 Ethics of War
IR303 Regional Integration in Western Europe I (n/a 04/05)
IR304 The Politics of International Economic Relations I
IR305 Strategic Aspects of International Relations I
IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
IR309 International Security
11 One from:
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
HY303 Russia in Revolution, 1914-21
HY304 Germany's New Order in Europe, 1939-45
HY311 The United States and the Vietnam Wars, 1945-75: An International History (C)
HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY313 The International History of East Asia, 1914-1945 (n/a 04/05)
HY314 Representing the Past: Historiography and Historical Methods
HY315 European Enlightenment, c1680-1830 (n/a 04/05)
HY316 The Independence and Partition of India
HY317 Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640
HY318 Leadership or Detachment? British Policy Towards Western Europe 1947-1973
HY319 Napoleon and Europe
HY320 The Cold War Endgame
12 One from:
A further paper from 10 or 11 above
HY300 History Essay
An approved paper taught outside the Department of International Relations and International History

LLB

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
2 LL105 Property I (H) and LL109 Introduction to The Legal System (H)
3 LL106 Public Law
4 LL108 Criminal Law

Year 2

- 5, 6, 7 & 8 At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of four whole subjects
Year 3
9 LL305 Jurisprudence
10, 11 & 12 At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects

Selection List A

- AN226 Political and Legal Anthropology
LL201 Administrative Law
LL202 Commercial Contracts
LL203 Law of Business Associations
LL204 Advanced Torts
LL205 Medical Law
LL207 The Law Relating to Civil Liberties in England and Wales (n/a 04/05)
LL210 Information Technology and the Law
LL212 Conflict of Laws
LL221 Family Law
LL231 The Substantive Law of the European Union (n/a 04/05)
LL232 Law and Institutions of the European Union
LL233 Law of Evidence
LL241 Introduction to Civil Law
LL242 International Protection of Human Rights
LL250 Law and the Environment
LL251 Intellectual Property Law
LL253 Law of Corporate Insolvency
LL257 Labour Law
LL259 Legal and Social Change Since 1750
LL265 Legislation
LL269 Civil Litigation - Processes and Functions
LL275 Property II
LL278 Public International Law
LL293 Taxation
LL294 Law, Theory and Policy of Consumer Markets (n/a 04/05)
LL299 Full Unit Essay Option (cannot be taken in the same year as LL298)
LL300 Competition Law
A course taught outside the Law Department, other than those on the exclusion list (only one can be selected over years 2 and 3)

Selection List B

- LL272 Outlines of Modern Criminology (H)
LL284 Sentencing and Treatment of Offenders (H)
LL287 Social Security Law I (H) (n/a 04/05)
LL288 Social Security Law II (H) (may only be taken in combination with LL287) (n/a 04/05)
LL298 Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)

LLB with French Law

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
2 LL105 Property I (H) and LL109 Introduction to The Legal System (H)
3 LL106 Public Law
4 LL108 Criminal Law

Year 2

- 5 LL241 Introduction to Civil Law (by special exemption, papers to the value of one subject from Selections Lists A and B may be permitted in lieu)
At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of three whole subjects.
Candidates are also required to follow the second year of the approved French Language course and to achieve a satisfactory standard in the related examination. A candidate who fails to achieve a satisfactory standard in the French Language examination, but who passes the Part I examination, may be permitted by the School to transfer to the LLB degree, entering

the third and final year of the LLB in the following session.

Year 3: Diploma

To qualify to proceed to Part II of the LLB with French Law, a candidate must pass the examination for the Diplôme d'études juridiques de Strasbourg. Further details of the course and examination for the Diplôme, as supplied by the Université de Strasbourg III (Robert Schuman), are available from the Law department.

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the Université de Strasbourg III (Robert Schuman) and regarded by the School as being equivalent to those which would have qualified him or her for the award of an Aegrotat in a degree in the University of London may be permitted by the School to continue his/her course for the LLB with French Law. Any other candidate who does not take or fails his/her examination will not be allowed to continue his/her course but may be permitted to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 4

- 9 LL305 Jurisprudence
10, 11 & 12 At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects

Selection List A

- AN226 Political and Legal Anthropology
LL201 Administrative Law
LL202 Commercial Contracts
LL203 Law of Business Associations
LL204 Advanced Torts
LL205 Medical Law
LL207 The Law Relating to Civil Liberties in England and Wales (n/a 04/05)
LL210 Information Technology and the Law
LL212 Conflict of Laws
LL221 Family Law
LL231 The Substantive Law of the European Union (n/a 04/05)
LL232 Law and Institutions of the European Union
LL233 Law of Evidence
LL241 Introduction to Civil Law
LL242 International Protection of Human Rights
LL250 Law and the Environment
LL251 Intellectual Property Law
LL253 Law of Corporate Insolvency
LL257 Labour Law
LL259 Legal and Social Change Since 1750
LL265 Legislation
LL269 Civil Litigation - Processes and Functions
LL275 Property II
LL278 Public International Law
LL293 Taxation
LL294 Law, Theory and Policy of Consumer Markets (n/a 04/05)
LL299 Full Unit Essay Option (cannot be taken in the same year as LL298)
LL300 Competition Law
A course taught outside the Law Department, other than those on the exclusion list (only one can be selected over years 2 and 3)

Selection List B

- LL272 Outlines of Modern Criminology (H)
LL284 Sentencing and Treatment of Offenders (H)
LL287 Social Security Law I (H) (n/a 04/05)
LL288 Social Security Law II (H) (may only be taken in combination with LL287) (n/a 04/05)
LL298 Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)

BSc Management

For students registered in and before October 2002

Paper Course number and title

Year 1

- 1 Either EC100 Economics A or EC102 Economics B
2 Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
3 MN101 Introduction to Psychology and Behavioural Science for Management
4 Either AC100 Elements of Accounting and Finance or an

approved paper taught outside the Department

Year 2	
5	MN200 The Process of Management
6	One from: MN201 Economics for Management, EC200 Economics of Social Policy, EC210 Macroeconomic Principles
7	MN203 Social Science Research Methods for Management
8	Either AC100 Elements of Accounting and Finance (if not taken in Year 1) or one from Groups A-F
Year 3	
9	MN303 International Context of Management (H) and MN304 Introduction to Strategy (H)
10	MN302 Marketing Management: A Strategic Approach
11, 12	Two from Groups A-F

Group A, Accounting and Finance

AC211	Managerial Accounting
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets
AC330	Financial Accounting
AC340	Auditing and Accountability

Group B, Economics and Economic History

MN201	Economics for Management
EC210	Macroeconomic Principles
EC313	Industrial Economics
EH240	Business and Economic Performance since 1945: Britain in International Context
EC317	Labour Economics (may not be combined with ID202/3)
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH236	The Integration of Europe's Economy, 1815-1990
EH326	Innovation and Finance in the 19th and 20th Centuries
ID202	Economics of the Labour Market: Economic Analysis of Unions (H) (may not be combined with EC317)
ID203	Economics of the Labour Market: Pay (H) (may not be combined with EC317)

Group C, Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)
IS340	Information Systems in Business
MA207	Further Quantitative Methods (Mathematics) (H) and Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and Game Theory I (H)
MA301	Game Theory I (H)
OR201	Operational Research for Management (may not be combined with OR202)
OR202	Operational Research Methods (may not be combined with OR201)
OR301	Model Building in Operational Research
OR304	Decision Analysis
ST102	Elementary Statistical Theory
ST205	Sample Surveys and Experiments (H)
ST307	Aspects of Market Research (H)

Group D, The International Context of Management

IR201	Europe's Institutional Order
IR301	International Institutions I
IR303	Regional Integration in Western Europe I
IR304	The Politics of International Economic Relations I
GY300	Europe and the Global Economy
SO202	The Social Analysis of Russia and the CIS

Group E, Public Policy and Legal Context of Management

EC230	European Economic Performance
GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
LL209	Either LL209 Commercial Law or
LL232	Law and Institutions of the European Union

Group F, Human Aspects of Organizations and Management

ID200	Organizational Theory and Behaviour
ID290	Human Resource Management
SO212	Work, Management and Globalisation

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the Selection of Papers for

Next Session Form and any subsequent course change form.

BSc Management

For students registered in October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
3	MN101 Introduction to Psychology and Behavioural Science for Management
4	Either AC100 Elements of Accounting and Finance or an approved paper taught outside the Department
Year 2	
5	MN200 The Process of Management
6	MN201 Economics for Management
7	MN203 Social Science Research Methods for Management
8	Either AC100 Elements of Accounting and Finance (if not taken in Year 1) or one from Groups A-F
Year 3	
9	MN303 International Context of Management (H) and MN304 Introduction to Strategy (H)
10	MN302 Marketing Management: A Strategic Approach
11, 12	Two from Groups A-F

Group A, Accounting and Finance

AC211	Managerial Accounting
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets
AC330	Financial Accounting
AC340	Auditing and Accountability

Group B, Economics and Economic History

MN201	Economics for Management
EC210	Macroeconomic Principles
EC313	Industrial Economics
EC317	Labour Economics (may not be combined with ID202 or ID203)
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH236	The Integration of Europe's Economy, 1815-1990
EH240	Business and Economic Performance since 1945: Britain in International Context
EH326	Innovation and Finance in the 19th and 20th Centuries
ID202	Economics of the Labour Market: Economic Analysis of Unions (H) (may not be combined with EC317)
ID203	Economics of the Labour Market: Pay (H) (may not be combined with EC317)

Group C, Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)
IS340	Information Systems in Business
MA207	Further Quantitative Methods (Mathematics) (H) and Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and Game Theory I (H)
MA301	Game Theory I (H)
OR201	Operational Research for Management (may not be combined with OR202)
OR202	Operational Research Methods (may not be combined with OR201)
OR301	Model Building in Operational Research
OR304	Decision Analysis
ST102	Elementary Statistical Theory
ST205	Sample Surveys and Experiments (H)
ST307	Aspects of Market Research (H)

Group D, The International Context of Management

IR201	Europe's Institutional Order
IR301	International Institutions I
IR303	Regional Integration in Western Europe I
IR304	The Politics of International Economic Relations I
GY300	Europe and the Global Economy
SO202	The Social Analysis of Russia and the CIS

Group E, Public Policy and Legal Context of Management

EC230	European Economic Performance
GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
LL209	Either Commercial Law or
LL232	Law and Institutions of the European Union

Group F, Human Aspects of Organizations and Management

ID200	Organizational Theory and Behaviour
ID290	Human Resource Management
SO212	Work, Management and Globalisation

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the 'Selection of Papers for Next Session' form and any subsequent course change form.

BSc Management

For students registered in and after October 2004

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
3	MN101 Introduction to Psychology and Behavioural Science for Management
4	Either AC100 Elements of Accounting and Finance or an approved paper taught outside the Department
Year 2	
5	MN200 The Process of Management
6	MN201 Economics for Management
7	MN203 Social Science Research Methods for Management
8	Either AC100 Elements of Accounting and Finance (if not taken in Year 1) or one from Groups A-F
Year 3	
9	MN303 International Context of Management (H) and MN304 Introduction to Strategy (H)
10	MN302 Marketing Management: A Strategic Approach
11, 12	Two from Groups A-F

Group A, Accounting and Finance

AC211	Managerial Accounting
AC212	Principles of Finance
AC320	Corporate Finance and Financial Markets
AC330	Financial Accounting
AC340	Auditing and Accountability

Group B, Economics and Economic History

MN201	Economics for Management
EC210	Macroeconomic Principles
EC313	Industrial Economics
EC317	Labour Economics (may not be combined with ID202 or ID203)
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH236	The Integration of Europe's Economy, 1815-1990
EH240	Business and Economic Performance since 1945: Britain in International Context
EH326	Innovation and Finance in the 19th and 20th Centuries
ID202	Economics of the Labour Market: Economic Analysis of Unions (H) (may not be combined with EC317)
ID203	Economics of the Labour Market: Pay (H) (may not be combined with EC317)

Group C, Management Science

IS143	Information Technology and Society (may not be selected if IS240 has previously been taken)
IS340	Information Systems in Business
MA207	Further Quantitative Methods (Mathematics) (H) and Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and Game Theory I (H)
MA301	Game Theory I (H)
OR201	Operational Research for Management (may not be combined with OR202)
OR202	Operational Research Methods (may not be combined with OR201)
OR301	Model Building in Operational Research
OR304	Decision Analysis
ST102	Elementary Statistical Theory
ST205	Sample Surveys and Experiments (H)
ST307	Aspects of Market Research (H)

Group D, The International Context of Management

IR201	Europe's Institutional Order
IR301	International Institutions I
IR303	Regional Integration in Western Europe I
IR304	The Politics of International Economic Relations I
GY300	Europe and the Global Economy
SO202	The Social Analysis of Russia and the CIS

Group E, Public Policy and Legal Context of Management

EC230	European Economic Performance
GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
LL209	Either Commercial Law or
LL232	Law and Institutions of the European Union

Group F, Human Aspects of Organizations and Management

ID200	Organizational Theory and Behaviour
ID290	Human Resource Management
SO212	Work, Management and Globalisation

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature or a 100 level foreign language paper (not permitted in their native language), and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the 'Selection of Papers for Next Session' form and any subsequent course change form.

BSc Management Sciences

Paper	Course number and title
Year 1	
1	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
2	Either EC100 Economics A or EC102 Economics B
3	AC100 Elements of Accounting and Finance
4	IS143 Information Technology and Society
Years 2 & 3	
5	OR202 Operational Research Methods
6	ST203 Statistics for Management Sciences
7 & 8	Two from: OR301 Model Building in Operational Research (third year only) OR304 Decision Analysis Either ST327 Market Research: An Integrated Approach (third year only) or MN302 International Marketing: A Strategic Approach
9	Papers to the value of one unit from: AC211 Managerial Accounting AC212 Principles of Finance Either AC320 Corporate Finance and Financial Markets (only if AC212 taken in second year) or AC300 Corporate Finance, Investments and Financial Markets (only if AC212 taken in second year) EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or MN201 Economics for Management EC210 Macroeconomic Principles EC220 Introduction to Econometrics ID200 Organisational Theory and Behaviour Either LL226 Elements of Labour Law or LL209 Commercial Law
10 & 11	Papers to the value of two units from: A further paper under 9 above The papers not taken under 7 and 8 above IS340 Information Systems in Business MA207 Further Quantitative Methods (Mathematics) (H) MA301 Game Theory I (H) MN307 Aspects of Marketing Management (H) (may not be combined with MN302 or ST307) OR302 Applied Management Sciences OR306 Models in Mathematical Programming (H) (may not be combined with OR301 or ST325) SA250 Demographic Description and Analysis ST226 Actuarial Investigations - Financial (H) ST307 Aspects of Market Research (H) (may not be combined with MN307 or ST327) ST325 Simulation Modelling and Analysis (H) (may not be combined with OR301 or OR306) ST331 Decision Theory and Bayesian Statistics (H) (may not be combined with OR304)
12	Papers to the value of one unit from 10 and 11 above or (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third-year students taught within the School or at other colleges of the University where practicable

BSc Mathematics and Economics

For students registered in or after October 2001

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA100 Mathematical Methods
3	ST102 Elementary Statistical Theory
4	Either a) MA103 Introduction to Abstract Mathematics Or b) Any other paper approved by the Course Tutor
Year 2	
5	EC202 Microeconomic Principles II
6	MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
7	Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics or AC212 Principles of Finance
8	If 4 (b) was taken /a) MA103 Introduction to Abstract Mathematics if 4 (a) was taken Either (b) MA203 Real Analysis (H) and MA208 Optimisation Theory (H) or MA209 Differential Equations (H) Or (c) Any other paper approved by the Course Tutor
Year 3	
9	EC319 Mathematical Economics
10	Courses to the value of one unit from: MA208 Optimisation Theory (H) (if not taken under 8 above or 12 below) MA209 Differential Equations (H) (if not taken under 8 above or 12 below) MA301 Game Theory I (H) (not to be taken with MA300 under 11 below) MA303 Chaos in Dynamical Systems (H) MA305 Control Theory (H) MA310 Mathematics of Finance and Valuation (H) MA311 Discrete Mathematics (H) MA312 Geometry and Convexity (H) (n/a 04/05) MA313 Probability for Finance and Economics (H) MA314 Theory of Algorithms (H) MA315 Algebra and its Applications (H) ST202 Probability, Distribution Theory and Inference If AC212 was taken as paper No 7 then: Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics If EC210 or EC221 was taken under paper No 7 then one from: EC210 Macroeconomic Principles EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC309 Econometric Theory EC321 Monetary Economics MA300 Game Theory (not to be taken with MA301 under 10 above) AC212 Principles of Finance AC320 Corporate Finance and Financial Markets Another paper in Economics with the approval of the Course Tutor
11	If option (a) or (c) was taken under paper No 8 then: MA203 Real Analysis (H) and MA208 Optimisation Theory (H) or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor
12	If option (a) or (c) was taken under paper No 8 then: MA203 Real Analysis (H) and MA208 Optimisation Theory (H) or MA209 Differential Equations (H) If option (b) was taken under paper No 8 then: A further paper to the value of one unit from papers 10 and 11 Any other paper approved by the Course Tutor

BA/BSc Philosophy

Last entry October 2002

Paper	Course number and title
Year 1	
1	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
2	PH101 Logic
3	An approved paper taught outside the Department
4	An approved paper taught outside the Department
Year 2	
5	Either PH215 History of Modern Philosophy A Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences
6	Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences
7 & 8	Two from: PH214 Morality and Values One or two papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department

Year 3	
9	The paper not taken under 5 above
10, 11 & 12	Three from: PH211 Philosophy of Economics PH214 Morality and Values (must be taken if not taken under 7 & 8 above) PH299 Essay on an Approved Subject in Philosophy Up to three papers from the Philosophy Selection list below The paper not taken under 6 above An approved paper taught outside the Department

Philosophy Selection List

PH200	Mathematical Logic
PH207	Phenomenology
PH209	Philosophical Logic and Metaphysics
PH213	Scientific Revolutions: Philosophical and Historical Issues
PH217	Set Theory and Further Logic (n/a 04/05)
PH300	Special Topics in the Philosophy of Natural and Social Sciences

BSc Philosophy and Economics

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	Either MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) (if Mathematics at 'A' level) or EC110 Basic Mathematics for Economists (if Mathematics not taken at 'A' level) (replaced with MA110 04/05)
3	PH101 Logic
4	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
Year 2	
5, 6	Two from: Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
7	EC210 Macroeconomic Principles
Year 3	
9	Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences (one must be chosen if neither was taken in year 2) or PH214 Morality and Values (must be chosen if not taken in year 2) Or (and only if both PH201 or PH203 and PH214 have already been taken) An approved paper from the Philosophy Selection List or PH299 Essay on an approved subject in Philosophy
10	Either an approved paper taught outside the Departments of Philosophy and Economics or an approved paper from the Economics Selection List below
11	An approved paper from the Economics Selection List below
12	PH211 Philosophy of Economics

Philosophy Selection List

PH200	Mathematical Logic
PH207	Phenomenology
PH209	Philosophical Logic and Metaphysics
PH213	Scientific Revolutions: Philosophical and Historical Issues
PH215	History of Modern Philosophy A
PH217	Set Theory and Further Logic (n/a 04/05)
PH300	Special Topics in the Philosophy of Natural and Social sciences

Economics Selection List

AC212	Principles of Finance
EC220	Either Introduction to Econometrics or Principles of Econometrics
EC221	Principles of Econometrics
EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Community
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC325	Public Economics

BSc Philosophy and Economics

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
3	PH101 Logic
4	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
Year 2	
5, 6	Two from: Either (i) PH201 Scientific Method or (ii) PH203 Philosophy of the Social Sciences PH214 Morality and Values An approved paper from the Philosophy Selection List below Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
7	EC210 Macroeconomic Principles
Year 3	
9	Either PH201 Scientific Method or PH203 Philosophy of the Social Sciences (one must be chosen if neither was taken in year 2) or PH214 Morality and Values (must be chosen if not taken in year 2) or (and only if both PH201 or PH203 and PH214 have already been taken) An approved paper from the Philosophy Selection List or PH299 Essay on an approved subject in Philosophy Either an approved paper taught outside the Departments of Philosophy and Economics or an approved paper from the Economics Selection List below
10	An approved paper from the Economics Selection List below
11	An approved paper from the Economics Selection List below
12	PH211 Philosophy of Economics

Philosophy Selection List

PH200	Mathematical Logic
PH207	Phenomenology
PH209	Philosophical Logic and Metaphysics
PH213	Scientific Revolutions: Philosophical and Historical Issues
PH215	History of Modern Philosophy A
PH217	Set Theory and Further Logic (n/a 04/05)
PH300	Special Topics in the Philosophy of Natural and Social Sciences

Economics Selection List

AC212	Principles of Finance
EC220	Either Introduction to Econometrics or Principles of Econometrics
EC221	Principles of Econometrics
EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Community
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC325	Public Economics

BSc Philosophy, Logic and Scientific Method

For students registered in and before October 2003

Paper	Course number and title
Year 1	
1	PH103 Reason Knowledge and Values: An Introduction to Philosophy
2	PH101 Logic
3 & 4	Two approved papers taught outside the Department
Years 2 and 3	
5	(a) PH201 Scientific Method or (b) PH203 Philosophy of the Social Sciences
6-12	Seven from: Up to seven papers from the Philosophy Selection List below The paper not taken under 5 above Up to two approved papers taught outside the Department

Philosophy Option List

Courses marked with an asterisk (*) are offered in alternate years.

PH200	Mathematical Logic*
PH217	Set Theory & Further Logic* (n/a 04/05)
PH211	Philosophy of Economics
PH213	Scientific Revolutions: Philosophical and Historical Issues*

PH214	Morality and Values
PH209	Philosophical Logic & Metaphysics
PH300	Special Topics in the Philosophy of Natural and Social Science (PH201 or PH203 a prerequisite)
PH299	Essay on an approved subject in Philosophy (3rd year only)

BSc Philosophy, Logic and Scientific Method

For students registered in and after October 2004

Paper	Course number and title
Year 1	
1	PH103 Reason Knowledge and Values: An Introduction to Philosophy
2	PH101 Logic
3 & 4	Two approved papers taught outside the Department
Year 2	
5	(a) PH201 Scientific Method or (b) PH203 Philosophy of the Social Sciences
6-8	Three from: Up to three papers from the Philosophy Selection List below The paper not taken under 5 above An approved paper outside the Department
Year 3	
9-12	Four from: Up to four papers from the Philosophy Selection List below The paper not taken under 5 above An approved paper taught outside the Department

Philosophy Option List

Courses marked with an asterisk (*) are offered in alternate years.

PH200	Mathematical Logic*
PH209	Philosophical Logic & Metaphysics
PH211	Philosophy of Economics
PH213	Scientific Revolutions: Philosophical and Historical Issues*
PH214	Morality and Values
PH217	Set Theory & Further Logic* (n/a 04/05)
PH299	Essay on an approved subject in Philosophy (3rd year only)
PH300	Special Topics in the Philosophy of Natural and Social Science (PH201 or PH203 a prerequisite)

BSc Population Studies

For students registered in and before October 2003

Paper	Course number and title
Year 1	
1	SA103 Population, Economy and Society
2	One from: MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H) or ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research
3	An approved paper taught outside the Department
4	An approved paper taught outside the Department
Year 2	
5	SA250 Demographic Description and Analysis
6	An approved paper in Population Studies
7 & 8	Two (subject to pre-requisites for courses marked*) from: AN100 Introduction to Social Anthropology Either MA110 Basic Quantitative Methods or MA100 Mathematical Methods EC200 Economics of Social Policy* EC201 Microeconomic Principles I* EC202 Microeconomic Principles II* EH210 Economic and Social History of Britain from 1830 (n/a 04/05) EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy IS143 Information Technology and Society (may not be selected if IS240 has previously been taken) OR202 Operational Research Methods* PS203 Societal Psychology: Theory and Applications SA212 Family, Gender and Society (C) SO222 Aspects of British Society
Year 3	
9, 10 & 11	Three from: EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy SA251 European Population History (withdrawn 04/05) SA252 Third World Demography (n/a 04/05) SA399 Special Essay in Population Studies

12 An approved paper taught outside the Department

BA/BSc Social Anthropology

Paper Course number and title

Year 1	
1	AN100 Introduction to Social Anthropology
2	AN101 Ethnography and Theory
3	AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film
4	An approved paper taught outside the Department
Year 2	
5	AN200 Kinship, Sex and Gender
6	AN226 Political and Legal Anthropology
7	AN227 The Anthropology of Economic Institutions and their Social Transformations
8	Papers to the value of one unit from Selection List A below
Year 3	
9	AN300 Advanced Theory of Social Anthropology
10	AN301 Anthropology of Religion
11	Papers to the value of one unit from Selection List A below
12	Either papers to the value of one unit from Selection List A below or AN399 Special Essay Paper in Social Anthropology

Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America (H) (n/a 04/05)
AN205	The Anthropology of Melanesia (n/a 04/05)
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus (H) (n/a 04/05)
AN207	The Anthropology of Madagascar (H) (n/a 04/05)
AN208	Anthropological Linguistics (H) (n/a 04/05)
AN209	Research Methods in Social Anthropology (H) (n/a 04/05)
AN210	The Anthropology of Conflict, Revolution and War (H) (n/a 04/05)
AN211	The Anthropology of Death (H) (n/a 04/05)
AN212	The Anthropology of Art and Communication (H) (n/a 04/05)
AN213	Anthropological Theories of Exchange (H) (n/a 04/05)
AN214	The Anthropology of India
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 04/05)
AN216	Cognition and Anthropology (H)
AN217	The Anthropology of East and Central Africa (H) (n/a 04/05)
AN219	The Anthropology of Agrarian Development and Social Change (H) (n/a 04/05)
AN221	The Anthropology of Christianity (H)
AN223	The Anthropology of South East Asia (H) (n/a 04/05)
AN229	The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 04/05)
AN230	The Anthropology of Industrialisation and Industrial Life (H)
AN231	The Anthropology of China (H) (n/a 04/05)
AN232	Film and Photography in Anthropological Practice and Theory (H) (n/a 04/05)
AN233	The Anthropology of South-West Asian and North African Societies (H) (n/a 04/05)
AN235	The Anthropology of Southern Africa (H) (n/a 04/05)
AN236	The Anthropology of Governance in the Modern State (H) (may not be combined with AN239) (n/a 04/05)
AN237	The Anthropology of Development (H)
AN238	Anthropology and Human Rights (H) (n/a 04/05)
AN239	Anthropology of Civil Society, the State and Citizenship (H) (may not be combined with AN236) (n/a 04/05)
	An approved paper taught outside the Department

BSc Social Policy

Paper Course number and title

Year 1	
1	SA100 Foundations of Social Policy
2	SA101 Sociology and Social Policy
3	SA104 Social Economics and Policy
4	An approved paper taught outside the Department
Year 2	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Selection List below
8	An approved paper taught outside the Department
Year 3	
9	SA320 Comparative and International Social Policy
10	SA349 A Long Essay on an approved topic
11	One from the Selection List below
12	Either one from the Selection List below or an approved paper taught outside the Department

Selection List

SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy

BSc Social Policy and Administration

Paper Course number and title

Year 1	
1	SA100 Foundations of Social Policy
2	SA101 Sociology and Social Policy
3	SA102 Social Economics
4	An approved paper taught outside the Department
Year 2	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Selection List below
8	An approved paper taught outside the Department
Year 3	
9	SA320 Comparative and International Social Policy
10	SA349 A Long Essay on an approved topic
11	One from the Selection List below
12	Either one from the Selection List below or an approved paper taught outside the Department

Selection List

SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy

BSc Social Policy and Economics

Paper Course number and title

Year 1	
1	SA100 Foundations of Social Policy
2	EC102 Economics B
3	MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
4	An approved paper taught outside the Departments of Social Policy and Economics
Year 2	
5	SA222 Principles of Social Policy
6	EC201 Microeconomic Principles I
7	Either EC210 Macroeconomic Principles or EC220 Introduction to Econometrics
8	SA201 Research Methods for Social Policy
Year 3	
9	SA320 Comparative and International Social Policy
10	EC325 Public Economics
11	Either The paper not taken under No 7 or a paper from the Social Policy or Economics Selection Lists
12	Either a paper from the Social Policy or Economics Selection Lists or an approved paper taught outside the Departments of Social Policy and Economics

Social Policy Selection List

SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)

SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

Economics Selection List

EC301	Advanced Economic Analysis
EC303	Economic Analysis of the European Union
EC305	Comparative Economic Systems
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC333	Problems of Applied Econometrics
AC212	Principles of Finance

BSc Social Policy and Government

For students registered in and before October 2003

Paper Course number and title

Year 1	
1	Either GV100 Introduction to Political Theory or GV101 Introduction to the Study of Politics
2	SA100 Foundations of Social Policy
3	One from: The paper not taken under 1 SA102 Social Economics An approved paper taught outside the Departments of Government and Social Policy
4	An approved paper taught outside the Departments of Government and Social Policy
Years 2 and 3	
5	One from: GV100 Introduction to Political Theory (must be taken and examined at the end of the second year of the degree if not taken in Year 1) GV101 Introduction to the Study of Politics (must be taken and examined at the end of the second year of the degree if not taken in Year 1) An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)
6	One from: GV217 Russia/The CIS: Institutions and Politics GV242 Government, Politics and Public Policy in Latin America, GV243 Government, Politics and Public Policy in the USA GV244 Government, Politics and Public Policy in the European Union GV246 Government and Politics of Eastern Europe
7	One from the Government Selection List below
8	SA222 Principles of Social Policy
9	SA201 Research Methods for Social Policy
10	SA320 Comparative and International Social Policy
11	One from the Government or Social Policy Selection Lists below
12	Either one from the Government or Social Policy Selection Lists below or an approved paper taught outside the Departments of Government and Social Policy

Notes

NB: Options in Government may require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

Government Selection List

GV218	Ancient and Early Christian Political Thought
GV219	Medieval and Renaissance Political Thought
GV220	Modern Political Thought
GV221	Political Philosophy
GV223	Democracy and Democratisation
GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
GV231	British Political Ideas

Social Policy Selection List

SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)

SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy and Government

Interim regulations for third year students in October 2004

Paper Course number and title

Year 1	
1	Either GV100 Introduction to Political Theory or GV101 Introduction to the Study of Politics
2	SA100 Foundations of Social Policy
3	One from: The paper not taken under 1 SA102 Social Economics An approved paper taught outside the Departments of Government and Social Policy
4	An approved paper taught outside the Departments of Government and Social Policy
Years 2 and 3	
NB: Options in Government may require GV100 or GV101 to have been completed; Course Guides should be checked accordingly	
5	One from: GV100 Introduction to Political Theory (must be taken and examined at the end of the second year of the degree if not taken in Year 1) GV101 Introduction to the Study of Politics (must be taken and examined at the end of the second year of the degree if not taken in Year 1) An approved paper from the Government Selection List (if both GV100 and GV101 taken under 1 above)
6	One from: GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GV351 Government, Politics and Public Policy in the EU (cannot be taken if GV244 Government, Politics and Public Policy in the European Union has already been taken) GV352 Government and Politics in Eastern Europe (cannot be taken if GV246 Government and Politics in Eastern Europe has already been taken)
7	One from the Government Selection List below
8	SA222 Principles of Social Policy
9	SA201 Research Methods for Social Policy
10	SA320 Comparative and International Social Policy
11	One from the Government or Social Policy Selection Lists below
12	Either one from the Government or Social Policy Selection Lists below or an approved paper taught outside the Departments of Government and Social Policy

Government Selection List

GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
GV262	Concepts in Political Theory (cannot be taken if GV221 Political Philosophy has already been taken)
GV263	Public Policy Analysis
GV264	Politics and Institutions in Europe
GV265	States, Nations and Empires
GV302	Key Themes in the History of Political Thought
GV310	Democracy and Democratisation (cannot be taken if GV223 Democracy and Democratisation has already been taken)
GV350	Theories and Problems of Nationalism (cannot be taken if GV234 Theories and Problems of Nationalism has already been taken)

Social Policy Selection List

SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy and Sociology

For students registered in and before October 2002

Paper	Course number and title
Year 1	
1	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
2	SA100 Foundations of Social Policy
3	SA102 Social Economics
4	ST103 Statistical Methods for Social Research
Year 2	
5	SO201 Sociological Theory
6	SO221 Issues and Methods of Social Research
7	SA222 Principles of Social Policy
8	Either an approved paper in Social Policy and Administration or an approved paper in Sociology
Year 3	
9	SA320 Comparative and International Social Policy
10	An approved paper in Sociology
11	An approved paper in Social Policy and Administration
12	An approved paper taught outside the Departments of Sociology and Social Policy

BSc Social Policy and Sociology

For students registered in October 2003

Paper	Course number and title
Year 1	
1	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
2	SA100 Foundations of Social Policy
3	SA101 Sociology and Social Policy
4	An approved paper taught outside the Departments of Sociology and Social Policy
Year 2	
5	SO201 Sociological Theory
6	A paper from the Sociology Selection List below
7	SA222 Principles of Social Policy
8	SA201 Research Methods for Social Policy
Year 3	
9	SA320 Comparative and International Social Policy
10	A paper from the Sociology Selection List below
11	A paper from the Social Policy Selection List below
12	An approved paper taught outside the Departments of Sociology and Social Policy

Sociology Selection List

GV350	Theories and Problems of Nationalism
SO202	The Social Analysis of Russia and the CIS
SO203	Political Sociology
SO208	Gender and Society
SO210	Crime, Deviance and Control
SO211	Sociology of Health and Medicine
SO212	Work, Management and Globalisation
SO215	Evolution and Social Behaviour
SO220	Citizenship and Migration
SO221	Issues and Methods of Social Research
SO222	Aspects of British Society
SO223	Sociology of Religion

Social Policy Selection List

SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy and Sociology

For students registered in and after October 2004

Paper	Course number and title
Year 1	
1	Either SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology or SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
2	SA100 Foundations of Social Policy

3	SA101 Sociology and Social Policy
4	An approved paper taught outside the Departments of Sociology and Social Policy
Year 2	
5	SO201 Sociological Theory
6	A paper from the Sociology Selection List below
7	SA222 Principles of Social Policy
8	SA201 Research Methods for Social Policy
Year 3	
9	SA320 Comparative and International Social Policy
10	A paper from the Sociology Selection List below
11	A paper from the Social Policy Selection List below
12	An approved paper taught outside the Departments of Sociology and Social Policy

Sociology Selection List

Year	Course
2,3	GV350 Theories and Problems of Nationalism
2,3	SO202 The Social Analysis of Russia and the CIS
2,3	SO203 Political Sociology
2,3	SO208 Gender and Society
2,3	SO210 Crime, Deviance and Control
2,3	SO211 Sociology of Health and Medicine
2,3	SO212 Work, Management and Globalisation
1,2,3	SO215 Evolution and Social Behaviour
2,3	SO220 Citizenship and Migration
2,3	SO221 Issues and Methods of Social Research
2,3	SO222 Aspects of British Society
2,3	SO223 Sociology of Religion

Social Policy Selection List

SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy with Government

For students registered in and after October 2003

Paper	Course number and title
Year 1	
1	SA100 Foundations of Social Policy
2	GV101 Introduction to Political Science
3	GV100 Introduction to Political Theory
4	An approved paper taught outside the Departments of Government and Social Policy
Year 2	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	One from the Social Policy Selection List Below
8	One from: GV262 Concepts in Political Theory (the prerequisite for GV302) GV264 Politics and Institutions of Europe (the prerequisite for GV351 and GV352) GV265 States, Nations and Empires (the prerequisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis
Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302	
Year 3	
9	SA320 Comparative and International Social Policy
10	One from the Social Policy Selection list below
11	One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy GV262 Concepts in Political Theory GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV263 Public Policy Analysis GV302 Key Themes in the History of Political Thought (prerequisite GV262 required)

12	One from: A paper from the Social Policy Selection List below GV225 Public Choice and Politics GV227 Politics of Economic Policy GV262 Concepts in Political Theory GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV263 Public Policy Analysis GV302 Key Themes in the History of Political Thought (prerequisite GV262 required) GV310 Democracy and Democratisation (prerequisite GV265 required) GV350 Theories and Problems of Nationalism (prerequisite GV265 required) GV351 Government, Politics and Public Policy in the EU (prerequisite GV264 required) GV352 Government and Politics in Eastern Europe (prerequisite GV264 required)
An approved paper taught outside the Departments of Government and Social Policy	

Notes

Students are required to select at least one paper from GV264, GV265, GV310, GV350, GV351 and GV352 and at least one paper from GV225, GV227, GV262, GV263, and GV302

Social Policy Selection List

SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy with Social Psychology

Last entry October 2002

Paper	Course number and title
Year 1	
1	PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
2	SA100 Foundations of Social Policy
3	Either IS143 Information Technology and Society or an approved paper taught outside the Departments of Social Psychology and Social Policy
4	An approved paper taught outside the Departments of Social Psychology and Social Policy
Year 2	
5	SA222 Principles of Social Policy
6	SA201 Research Methods for Social Policy
7	SA101 Sociology and Social Policy
8	PS203 Societal Psychology: Theory and Applications
Year 3	
9 & 10	Two from the Social Policy Selection List
11	Papers to the value of one unit from Social Psychology Selection List
12	One from: Papers to the value of one unit from the Social Policy Selection List Papers to the value of one unit from Social Psychology Selection List An approved paper taught outside the Departments of Social Psychology and Social Policy

Social Policy Selection List

SA103	Population, Economy and Society
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)

SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA309	Criminal Justice Policy
SA320	Comparative and International Social Policy
SA349	A Long Essay on an Approved Topic

Social Psychology Selection List

PS303	Social Psychology, Gender and Society
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BSc Social Policy, Criminal Justice and Psychology

For students registered in and before October 2003

Paper	Course number and title
Year 1	
1	SA100 Foundations of Social Policy
2	PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
3	One from: SA101 Sociology and Social Policy SA103 Population, Economy and Society SA104 Social Economics and Policy
4	An approved paper taught outside the Department
Year 2	
5	SA217 Psychology of Crime and Criminal Justice
6	PS203 Societal Psychology: Theory and Applications
7	SA201 Research Methods for Social Policy
8	A paper from the Social Policy Selection List
Year 3	
9	SA320 Comparative and International Social Policy
10	Either SA309 Criminal Justice Policy (if not taken in year 2) or a paper from the Social Policy Selection List
11	A paper from the Social Policy Selection List
12	An approved paper taught outside the Department

Selection List

SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy
SA217	Psychology of Crime and Criminal Justice
SA220	Health and Social Care
SA221	Poverty, Social Exclusion and Social Change
SA222	Principles of Social Policy
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 04/05)
SA349	A Long Essay on an Approved Topic

BSc Sociology

For students registered in and before October 2003

Paper	Course number and title
Year 1	
1	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
2	ST103 Statistical Methods for Social Research
3	An approved paper from the Sociology Selection List below
4	An approved paper taught outside the Department
Year 2	
5	SO201 Sociological Analysis
6	SO221 Issues and Methods of Social Research
7	An approved paper from the Sociology Selection List below
8	Either an approved paper from the Sociology Selection List below or an approved paper taught outside the Department
Year 3	
9	SO302 Sociological Project
10	An approved paper from the Sociology Selection List below
11	An approved paper from the Sociology Selection List below
12	Either an approved paper taught outside the Department or an approved paper from the Sociology Selection List below

Sociology Selection List

SO110	Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology
SO202	The Social Analysis of Russia and the CIS
SO203	Political Sociology
SO208	Gender and Society
SO210	Crime, Deviance and Control
SO211	Sociology of Health and Medicine

SO212	Work, Management and Globalisation
SO215	Evolution and Social Behaviour
SO220	Citizenship and Migration
SO222	Aspects of British Society
SO223	Sociology of Religion
SO224	The Sociology of Race and Ethnicity
SO225	The Sociology of Consumption (H)
SO226	Culture and Economy (H)
SO303	Violence and Society: The Sociology of War and Conflict (H)

BSc Sociology

For students registered in and after October 2004

Paper Course number and title

Year 1	
1	ST103 Statistical Methods for Social Research
2	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
3	SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology
4	An approved paper taught outside the Department
Year 2	
5	SO221 Issues and Methods of Social Research
6	SO201 Sociological Analysis
7	A approved year 2 Sociology option
8	An approved year 2 Sociology option
Year 3	
9	SO302 Sociological Project
10	An approved year 2 or 3 Sociology option
11	An approved year 2 or 3 Sociology option
12	Either an approved year 2 or 3 paper Sociology option or an approved paper taught outside the Department

Sociology Selection List

GV350	Theories and Problems of Nationalism
SO202	The Social Analysis of Russia and the CIS
SO203	Political Sociology
SO208	Gender and Society
SO210	Crime, Deviance and Control
SO211	Sociology of Health and Medicine
SO215	Evolution and Social Behaviour
SO220	Citizenship and Migration
SO222	Aspects of British Society
SO223	Sociology of Religion
SO224	The Sociology of Race and Ethnicity
SO225	The Sociology of Consumption (H)
SO226	Culture and Economy (H)
SO303	Violence and Society: The Sociology of Conflict and War (H)

Key to Undergraduate Regulations

(H) means a half-unit course
 (C) means this course is capped
 (n/a 04/05) means not available in the 2004/05 academic year
 (M) means Michaelmas Term
 (L) means Lent Term
 (S) means Summer Term

OUTSIDE OPTIONS**Outside options for first year students**

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to any restrictions listed in the Course Guides. If your degree is for joint honours (eg Philosophy and Economics) or is a major/minor combination (eg Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the letters in its code. The courses available for this purpose in your first year are:

AC100	Elements of Accounting and Finance
AN100	Introduction to Social Anthropology
AN101	Ethnography and Theory: Selected Texts
AN102	Reading Other Cultures: Anthropological Interpretation Of Text and Film
EC100	Economics A
EC102	Economics B
EH101	The Internationalisation of Economic Growth, 1870 to the Present Day
GV100	Introduction to Political Theory
GV101	Introduction to Political Science
GY100	Environment, Economy and Society
GY103	Contemporary Europe
GY120	The Natural Environment
GY121	Environmental Change and sustainable Development
HY101	The European Civil War, 1890-1990
HY113	Empire to Independence: the Extra-European World in the Twentieth Century
HY114	War and Society from the Renaissance to the Napoleonic Era, c1500-1815
HY115	National Identity in the British Isles c1707-1941
HY116	International History since 1890
ID100	Employment Relations
IR100	The Structure of International Society
IS143	Information Technology and Society
LN100	Russian Language and Society 1
LN101	Russian Language and Society 001: Ab-Initio intensive
LN102	Russian Language and Society 01: Post Intermediate
LN110	Intensive German Language and Society 1
LN111	German Language and Society 001: Ab-Initio intensive
LN112	German Language and Society 01: Post Intermediate Intensive
LN120	Spanish Language and Society 1
LN121	Spanish Language and Society 001: Ab-Initio Intensive
LN122	Spanish Language and Society 01: Post GCSE intensive
LN130	French Language and Society 1
LN131	French Language and Society 001: Ab-Initio Intensive
LN132	French Language and Society 01: Post GCSE intensive
LN200	Russian Language and Society 2
LN210	German Language and Society 2
LN220	Spanish Language and Society 2
LN230	French Language and Society 2
LL101	English Legal Institutions (n/a 04/05)
LL278	Public International Law
MA100	Mathematical Methods
MA103	Introduction to Abstract Mathematics
MA106	
& MA106	Introductory Quantitative Methods (Mathematics) (H) ST106 and ST106 Introductory Quantitative Methods (Statistics) (H)
MA107	
& MA107	Quantitative Methods (Mathematics) (H) and ST107 ST107 Quantitative Methods (Statistics) (H)
MA110	Basic Quantitative Methods
PH101	Logic
PH103	Reason, Knowledge and Values: an Introduction to Philosophy
PH200	Mathematical Logic
PH209	Philosophical Logic and Metaphysics
PS102	Self, Others and Society: Perspectives on Social and Applied Psychology
SA100	Foundations of Social Policy
SA101	Sociology and Social Policy
SA103	Population, Economy and Society
SO100	Key Concepts in Sociology: An Introduction to Sociological Theory
SO110	Key Issues in Contemporary Societies: an Introduction to Contemporary Sociology
SO215	Evolution and Social Behaviour
SO222	Aspects of British Society
SO223	Sociology of Religion
ST102	Elementary Statistical Theory
ST103	Statistical Methods for Social Research

Outside options for second and third year students – list of exclusions

Where the degree regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- Certain first-year courses are not available to students in the second or third year of their degree.
- Some courses are not available as an outside option.
- Some papers are mutually exclusive and may therefore not be combined.

First-year courses not available to students in the second or third year

R100	Structure of International Society*
IS143	Information Technology and Society (without special permission)

* Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their tutors and the principal teacher of IR100.

Not available as an outside option

AC330	Financial Accounting
AC340	Auditing, Governance and Risk Management
AN399	Special Essay in Social Anthropology
EH245	Foundations of the Industrial Economy
EH301	The Origins of the World Economy, 1450-1750
EH315	Africa and the World Economy (n/a 04/05)
EH320	The World Economic Crisis, 1919-1945 (n/a 04/05)
EH325	Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 04/05)
EH326	Innovation and Finance in the 19th and 20th Centuries
EH327	China's Traditional Economy and its Growth in the Very Long Term
EH390	Long Essay in Social or Economic History
GY350	Independent Geographical Project
GV314	Empirical Research in Government
ID300	Selected Topics in Industrial Relations and Human Resource Management
ID399	Industrial Relations Project
IR309	International Security
HY300	International History Essay
IR399	International Relations Essay
LL104	Obligations I
LL106	Public Law: Elements of Government
LL108	Criminal Law
LL109	Introduction to the Legal System
LL203	Law of Business Associations
LL207	The Law Relating to Civil Liberties (n/a 04/05)
LL212	Conflict of Laws
LL231	The Substantive Law of the European Union
LL235	Housing Law
LL242	International Protection of Human Rights
LL247	Land Development and Planning Law (n/a 04/05)
LL251	Intellectual Property Law
LL253	The Law of Corporate Insolvency
LL257	Labour Law
LL269	Civil Litigation - Processes and Functions
LL282	Law of Restitution (n/a 04/05)
LL293	Taxation
LL298	Essay on an approved Legal Topic (H)
LL299	Full unit Essay Option
LL305	Jurisprudence
MN101	Introduction to Psychology and Behavioural Science for Management
MN200	Economics of Management
MN203	Social Science Research Methods for Management
MN302	International Marketing: A Strategic Approach
MN303	International Context of Management (H)
MN304	Introduction to Strategy (H)
OR302	Applied Management Sciences
PH200	Mathematical Logic
PH207	Phenomenology
PH209	Philosophical Logic and Metaphysics
PH299	Philosophy Essay
SA349	A Long Essay on an Approved Topic
SA399	Special Essay in Population Studies
SO302	Sociological Project

Mutually exclusive options (may not be combined)

EC100 Economics A	with	EC102 Economics B
EC201 Microeconomic Principles I	with	EC202 Microeconomic Principles II
EC220 Introduction to Econometrics	with	EC221 Principles of Econometrics
MA106 Introductory Quantitative Methods (Maths) (H)	with	MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) (H)
MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)	with	MA100 Mathematical Methods or MA110 Basic Quantitative Methods or ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research
MA207 Further Quantitative Methods (Mathematics) (H)	with	MA100 Mathematical Methods
LL104 Obligations I	with	LL226 Elements of Labour Law
MN302 International Marketing: A Strategic Approach	with	ST327 Market Research: An Integrated Approach
MN201 Economics for Management	with	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
ST102 Elementary Statistical Theory	with	ST103 Statistical Methods for Social Research
MA100 Mathematical Methods	with	MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics)
MA300 Game Theory	with	MA301 Game Theory I (H)
MN101 Introduction to Psychology and Behavioural Science for Management	with	PS102 Self, Others and Society: Perspectives On Social and Applied Psychology
MN201 Economics for Management	with	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
OR201 Operational Research for Management	with	OR202 Operational Research Methods
OR201 Operational Research for Management	with	ST102 Elementary Statistical Theory
OR301 Model Building in Operational Research	with	ST325 Simulation Modelling and Analysis (H)
ST201 Statistical Models and Data Analysis H or ST205 Sample Surveys and Experiments (H)	with	ST203 Statistics for Management Sciences
ST307 Aspects of Market Research (H)	with	ST327 Market Research: An Integrated Approach
ST331 Decision Theory and Bayesian Statistics (H)	with	OR304 Decision Analysis

(H) means a half-unit course

(n/a 04/05) means not available in the 2004/05 academic year

Undergraduate Course Guides 2004/05

Course Guides

Undergraduate Course Guides are applicable to both Undergraduate and Diploma Programmes. Please refer to individual Programme Regulations to determine which Course Guides are relevant.

AC100

Elements of Accounting and Finance

This information is for the 2004/05 session.

Teachers responsible: Mrs J F S Day, E307, Dr T Ahrens, A451 and Dr E Bertero, A308

Core syllabus: The aim of the course is to introduce students to the preparation, uses and limitations of accounting information and to the principles on which financial decisions are based.

Content: Balance sheets, cash flow statements, income statements, other accounting statements relating to past events and planned activities: construction, use and interpretation.

Accounting conventions: their nature, purpose and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation.

Introduction to managerial accounting. Costing, budgeting, long-term decisions. Introduction to finance. Financial decisions, the financial system and investment appraisal.

Reading list: Illustrative texts include M W E Glatzier & B Underdown, *Accounting Theory and Practice*, 7th edn, Financial Times Prentice Hall (2001); C T Horngren, A Bhimani, S M Datar & G Foster, *Management and Cost Accounting*, Financial Times Prentice Hall (2002); R Brealey & S Myers, *Principles of Corporate Finance*, 6th revised edn, McGraw-Hill (2001). Detailed reading lists will be made available at the beginning of the course.

Teaching: Lectures: AC100 40, twice weekly, MT, LT. Classes: AC100.A/B/C 21, weekly MT, LT, ST.

Written work: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking.

Assessment: Three and a quarter hour written examination in the ST.

AC211

Managerial Accounting

This information is for the 2004/05 session.

Teachers responsible: Dr E Labro, A501 and Dr A Bhimani, A307

Pre-requisites: Students must have completed AC100, **Elements of Accounting and Finance**.

Core syllabus: Two main themes are developed in the course comprising Modern Concepts in Management Accounting and Economic Perspectives on Management Accounting.

Content: Modern Concepts in Management Accounting: Management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; activity-based management; target costing; international approaches to cost management; quality costing; benchmarking; life cycle costing; the balanced scorecard and new performance measures; business strategy and competitor analysis; strategic cost analysis; management accounting in digitised enterprise contexts.

Economic Perspectives on Management Accounting: Design of costing systems, elements of theory of games, decision making under uncertainty - risk attitudes and decision criteria; information economics, agency theory, role of management accounting information in decision making and control/performance measurement.

Reading list: A detailed reading list will be given out at the start of the course. Illustrative texts include: A Bhimani, *Management Accounting and Organizational Excellence*, Management Press, (2004); C Horngren, A Bhimani, S Datar & G Foster, *Management and Cost Accounting*, Prentice Hall (2004).

Teaching: 22 lectures of two-hours and 20 classes of one-hour.

Written work: Students will be expected to complete written assignments for classes and to make presentations of their work. Class discussions of course material, many of which will feature case study analyses, are essential.

Assessment: A three-hour unseen examination will take place in the ST.

AC212

Principles of Finance

This information is for the 2004/05 session.

Teacher responsible: Dr J L G Board, E309

Pre-requisites: Elementary economics and quantitative methods.

Core syllabus: The course examines the theory of financial decision making by firms and examines the behaviour of the capital markets in which these decisions are taken.

Content: The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Reading lists: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill) or Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Teaching: 40 lectures (AC212) of one-hour MT and LT and 20 classes (AC212.A/B/C) of one-hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Assessment: A three-hour written examination in the ST.

AC300

Corporate Finance, Investments and Financial Markets

This information is for the 2004/05 session.

Teachers responsible: Dr A Dasgupta, A352 and Ms M Verardo, A210

Pre-requisites: Principles of Finance (AC212).

Core syllabus: This course is intended for third-year undergraduates and will be a broad-based follow-up to Principles of Finance (AC212). The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in corporate finance, investments and performance evaluation, international finance, and market microstructure.

Content: The course consists of two interchangeable ten-week components, one on investments and international finance, and the other on corporate finance and market microstructure.

The first component provides students with a way of thinking about and framing investment decisions. After reviewing the essentials of portfolio theory and equilibrium asset pricing models, this part of the course focuses on the empirical behaviour of security prices and market efficiency, portfolio management, performance evaluation and attribution. Together with elements of international finance, attention is given to issues related to international portfolio management and hedging strategies.

The second component of the course examines theory and evidence concerning major corporate financial policy decisions. In particular, it focuses on the decision to issue or retire securities, mergers and acquisitions, and bankruptcy. This part of the course also offers a thorough overview of the functioning of security markets, with particular emphasis on the informational role of prices, the determinants of trading volume, liquidity, and trading costs.

Throughout the course, connections to 'real-world' financial markets and institutions will be highlighted, and the lectures will be grounded in examples.

Reading list: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill), and Bodie, Kane & Marcus, *Investments* (Irwin).

Teaching: 40 lectures of one-hour each in MT and LT, and 20 classes of one-hour in MT, LT, and ST. Classes start in week three of MT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussions.

Assessment: A three-hour written examination in the ST.

AC310

Advanced Managerial Accounting

This information is for the 2004/05 session.

Teachers responsible: Dr A Bhimani, A307 and others

Pre-requisites: Students must have completed AC211, **Managerial Accounting**.

Core syllabus: The actual composition of the course will vary from year to year, but will generally comprise issues concerning management

accounting in the digital economy, incentive systems, performance measurement and public sector accounting.

Content: Management Accounting in the Digital Economy: Modern cost management; e-business costing; cybermarketing and financial controls; e-business pricing strategies; internet company structures and management accounting implications.

Economic Perspective on Management Accounting: Information economics, agency theory applications in management accounting (eg incentive pay, responsibility accounting, budgeting, teamwork contracts, multi-tasking), the role of information and agency issues in a supply chain management context.

Management Accounting in its Organisational Context: The uses of management accounting information; management accounting and contingency theory; accountability and performance measurement systems; cultural issues.

Accounting in the New Public Sector: NHS reforms as part of 'New Public Management'; experiences of health system reforms outside the UK; performance measurement - private sector financial controls; cost accounting, cost management and pricing in hospitals; accounting in the New Public Sector - whose task?

Reading list: Detailed reading lists will be given out at the start of each part of the course.

Illustrative references include: A Bhimani, *Management Accounting in the Digital Economy*, OUP (2003); R Cooper & R S Kaplan, *The Design of Cost Management Systems*, Prentice Hall (1999); O Olson, J Guthrie & C Humphrey (Eds), *Global Warning: Debating International Developments in New Public Financial Management*, Cappelen Akademisk Forlag As, Oslo (1998).

Teaching: 20 Lectures of two-hours and 20 classes of one-hour given in MT and LT.

Written work: Students will be expected to present cases and produce written work for classes. Some of this work may be done in groups. Case studies will be used extensively. All students will be expected to contribute to class discussion.

Assessment: A three-hour unseen examination will take place in the ST.

AC320

Quantitative Finance

This information is for the 2004/05 session.

Teachers responsible: Dr J Danielsson, A454b and others

Pre-requisites: Students must have taken **Principles of Finance, Microeconomic Principles I or Microeconomic Principles II, and Introduction to Econometrics, Principles of Econometrics** or other statistical courses where at least linear regression models are covered. General Course students may only take this course with the approval of the course leader.

Core syllabus: Examination of a range of theoretical and empirical questions in asset pricing, risk management, financial forecasting and derivatives pricing. We will use computer software popular in both industry and academia and real financial data to illustrate the issues raised in lectures. Students will at times use software and data to solve classwork assignments.

Content: The course builds on Principles of Finance to cover further issues in financial markets.

The topics to be discussed include advanced asset and derivative pricing theory; empirical issues in finance, market microstructure; financial risk analysis; and additional special topics in finance. The course focuses on technical aspects of finance, and builds on students' mathematics and statistics courses from the first and second years. Classwork for the empirical parts of the course will be computer based. The precise contents may alter from year to year.

Teaching: 40 lectures (AC320) of one-hour and 20 classes (AC320.A) of one-hour over the MT, LT and ST. Classes start in week three of MT.

Written work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading list: Detailed course programmes and reading lists will be distributed at the first lecture of each section of the course. Illustrative texts include: M Baxter & A Rennie, *Financial Calculus*, Cambridge University Press (1996); J Eichberger & I Harper, *Financial Economics*, OUP (1997); F Diebold, *Elements of Forecasting*, South Western, (2001); P Christoffersen, *Elements of Financial Risk Management*, Academic Press (2003) and J Hull, *Options Futures and Other Derivative Securities*, Prentice Hall (2003). Much of the course will be based on journal articles and lecture handouts.

Assessment: A three-hour unseen examination will take place in the ST.

AC330

Financial Accounting and Analysis

This information is for the 2004/05 session.

Teacher responsible: Mr C Noke, A311 and others

Pre-requisites: Background required equivalent to AC100 **Elements of Accounting and Finance**. Not available as outside option nor to General Course students.

Core syllabus: The theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory.

Content: Financial accounting with particular reference to company accounts. Regulation of financial reporting. Standardisation of accounting practice. The Statement of Principles for Financial Reporting. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Issues in financial accounting. Empirical research in accounting. Business analysis and valuation. Further details will be given at the start of the course.

Reading list: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include G Whittington, *Inflation Accounting: an introduction to the debate*, CUP (1983).

Teaching: 40 Lectures (AC330), two each week MT, LT. 20 Classes (AC330.A, AC330.B), weekly MT, LT, ST.

Written work: Students should prepare weekly written work for class discussion. At least two pieces per term will be collected for marking.

Assessment: Formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) in ST.

AC340

Auditing, Governance and Risk Management

This information is for the 2004/05 session.

Teachers responsible: Dr Liisa Kurunmaki, A503 and others

Availability: This course is available for Bachelor's degrees and Diplomas where listed in the regulations.

Pre-requisites: Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core syllabus: The course provides a critical analysis of the audit function and its role in governance and risk management. Auditing in its many forms is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organisations become increasingly complex this monitoring function is both more important and more difficult.

Content: The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the UK, international comparisons, particularly with Europe, will be made. In addition to the consideration of the statutory audit of companies, forms of the audit function in environmental risk management, public sector and other governance contexts will be covered. Further details will be provided at the start of the session.

Teaching: 20 lectures (AC340) and 16 classes (AC340.A) in the MT, LT and ST.

Written work: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

Reading list: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: M Sherer & M Turley (Eds), *Current Issues in Auditing*, Paul Chapman (1997); A Carey & R Macve (Eds), *Business, Accountancy and the Environment: A Policy and Research Agenda*, ICAEW (1992) and refer to M Power *The Audit Society*, OUP (1999). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: A three-hour formal examination will take place in the ST.

AN100

Introduction to Social Anthropology

This information is for the 2004/05 session.

Teachers responsible: Professor M Bloch, A608 and Dr C Allerton, C615

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course provides a general introduction to Social Anthropology as the comparative study of traditional and changing Third World societies.

Content: The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. 'Tradition' and 'modernity'. Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in cross-cultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching: Lectures AN100 Weekly MT, LT, Classes AN100.A - specialists, weekly MT, LT, AN100.B - non-specialists, weekly MT, LT.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R M Keesing & Strathern, *Cultural Anthropology: A Contemporary Perspective* (1998); T H Erikson, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (1995); M Carrithers, *Why*

Humans Have Cultures: Explaining Anthropology and Social Diversity (1992); A Kuper, *The Invention of Primitive Society* (1988); M Bloch, *Prey into Hunter* (1996); E Hirsch & M O'Hanlon, *The Anthropology of Landscape*, (1995); C Piot, *Remotely global* (1999); M Mauss, *The Gift* (1970).

Detailed reading lists are provided at the beginning of the course. **Assessment:** A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN101

Ethnography & Theory: Selected Texts

This information is for the 2004/05 session.

Teachers responsible: Dr M Mundy, A507 and Dr M Engelke, A609

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core syllabus: The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts. **Content:** This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

Teaching: Lectures AN101 weekly MT, LT, Classes AN101.A weekly MT, LT.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Aron, *Main Currents in Sociological Thought*; A Giddens, *Capitalism and Social Theory*; R Nisbet, *The Sociological Tradition*; L Coser & B Rosenberg, *Sociological Theory: a Book of Readings*; K Morrison, *Marx, Durkheim, Weber*; R Borofsky (Ed), *Assessing Cultural Anthropology*; C Geertz, *The Interpretation of Cultures*; A Kuper, *Anthropology and Anthropologists*; G Stocking, *Observers Observed*; E E Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; W Roseberry, *Anthropologies and Histories*; R Rosaldo, *Culture and Truth*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN102

Reading Other Cultures: Anthropological Interpretation of Text and Film

This information is for the 2004/05 session.

Teachers responsible: Dr M Scott, A 614, Dr L Freeman, A504 and Dr J Lewis, A504

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students from other degrees as permitted by the regulations.

Core syllabus: This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will have both a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will be placed in this course on student presentation and participation. In addition, during the Lent term, the course aims to enable students to examine in detail the process by which ethnographic texts are produced. Using interactive teaching methods and specially developed digital tools, the course brings students to a closer understanding of anthropological fieldwork. In gaining a thorough understanding of ethnographic methodology students will develop a sophisticated critical response to the texts they read.

Content: Students will usually read three book-length ethnographic accounts of other cultures (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text. Teaching will normally be arranged in cycles of three weeks; in the first two hour session, students will be given a background lecture, with a one-hour class. In the second week, they will study a relevant ethnographic, documentary or fiction film (eg a significant film from the country under study), followed by a class. In the third week, they will have a two-hour seminar which brings together an overview of the significance of the text studied and its relationship to the visual material with which it is paired. There may be a final integrative session in the final week of each term.

Teaching: MT and LT. Three lectures per term plus an introductory lecture; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term.

Written work: Students will be required to read the three set texts per

term, approximately 1/3 text (two-four chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term. In the LT students are not assessed by essays, but by several shorter pieces of written work based on class activities and their use of the digital tools.

Reading list: Texts may be chosen from among the following and other works; Michael Stewart, *The Time of the Gypsies*; Jonathan Parry, *Death in Banaras*; Janice Boddy, *Wombs and Alien Spirits*; Lila Abu-Lughod, *Veiled Sentiments: Honor and Poetry in a Bedouin Society*; Sherry Ortner, *Sherpas through their Rituals*; David Lan, *Guns and Rain: Guerrillas and Spirit Mediums in Zimbabwe*; David Coplan, *In the Time of Cannibals: the word music of South Africa's Basotho Migrants*; Anna Grimshaw, *Servants of the Buddha: winter in a Himalayan convent*; Janet Siskind, *To Hunt in the morning*; Don Kulick, *Sex, gender and culture among Brazilian transgendered prostitutes*; Deborah James, *Songs of the Women Migrants*; Deborah Bird Rose, *Dingo Makes Us Human: Life and Land in an Aboriginal Australian Culture*; Ann Fienup-Riordan, *Boundaries and Passages: Rule and Ritual in Yup'ik Eskimo Oral Tradition*; Marshall Sahlins, *Anahulu: The Anthropology of History in the Kingdom of Hawaii*, Vol 1. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, and the assessment essays mentioned above.

AN200

Kinship, Sex and Gender

This information is for the 2004/05 session.

Teacher responsible: Dr C Allerton, A615 and to be announced

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. **Pre-requisites:** Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female', and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles. **Content:** The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Levi-Strauss and alliance theory. 'House societies' and country-as-kinship. Relatedness. Gender roles. Recent perspectives on gender theory. Procreation theories.

Teaching: Lectures AN200 weekly MT, LT, Classes AN200.A weekly MT, LT.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Readings required will include: M Fortes & E Evans-Pritchard, *African political systems* (1940); C MacCormack & M Strathern, *Nature, culture and gender*; C Levi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; F Myers, *Pintupi Country, Pintupi Self*; J Carsten, *Culture of Relatedness*; J Carsten & S Hugh-Jones, *About the House*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203 Half Unit Not available in 2004/05

The Anthropology of Lowlands Latin America

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the inter-relationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Content: The course will address the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course will focus on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the

implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.

Teaching: Lectures AN203 weekly, Classes AN203.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Levi-Strauss, *The Raw and the Cooked*; *The Story of the Lynx*; J Overing Kaplan, *The Paroa*; C Crocker, *Vital Souls*; P Gow, *Of Mixed Blood*; P Descola, *In the Society of Nature*; *The Spears of Twilight*; E Basso, *The Last Cannibals*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN205 Half Unit Not available in 2004/05

The Anthropology of Melanesia

This information is for the 2004/05 session.

Teacher responsible: Dr M Scott, A614

Availability: Proposed half unit value optional course for students pursuing bachelor's degrees and for MSc students in anthropology.

Core syllabus: This course provides an introduction to the culture area known as Melanesia through critical examination of classic and contemporary ethnographic representations of the peoples of Papua New Guinea, Solomon Islands, and Vanuatu.

Content: The course explores both the ethnographic past and the ethnography of socio-cultural transformation in Melanesia. Questions and topics considered include: what is Melanesia? Is this still a useful concept? The place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and polity formation; feuding and warfare; knowledge and secrecy; exchange; gender; personhood, and sociality; colonial histories, 'cargo' movements and custom politics; indigenous Christianities; and Melanesian modernities.

Teaching: Lectures AN205 weekly LT, classes AN205 weekly LT.

Written work: Students are expected to prepare discussion material for presentation in classes. Undergraduates are required to write assessment essays.

Reading list: D Akin & J Robbins (Eds), *Money and Modernity*; J Bonnemaison, *The Tree and the Canoe*; J G Carrier (Ed), *History and Tradition in Melanesian Anthropology*; R Eves, *The Magical Body*; R J Foster, *Social Reproduction and History in Melanesia*; R J Foster (Ed), *Nation Making*; A Gell, *The Art of Anthropology*; M Godelier, *The Making of Great Men*; M Godelier & M Strathern, *Big Men and Great Men*; L R Goldman & C Ballard (Eds), *Fluid Ontologies*; S Harrison, *Stealing People's Names*; R M Keesing, *Custom and Confrontation*; B M Knauff, *From Primitive to Postcolonial in Melanesia and Anthropology*; A Lattas, *Cultures of Secrecy*; E LiPuma, *Encompassing Others*; S Mallett, *Conceiving Cultures*; F Merlan & A Rumsey, *Ku Waru*; N D Munn, *The Fame of Gawa*; M Strathern, *The Gender of the Gift*; G Stüzenhoffer, *Times Enmeshed*; J F Weiner, *The Empty Place*; G M White, *Identity Through History*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN206 Half Unit Not available in 2004/05

Anthropology of the Mediterranean: Greece & Cyprus

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN206 weekly, Classes AN206.A weekly.

Written work: Students are expected to prepare discussion material for

presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207 Half Unit Not available in 2004/05

The Anthropology of Madagascar

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A comparative study of a number of Malagasy peoples.

Content: The course will examine the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention will be paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading will be in English.

Teaching: Lectures AN207 weekly, Classes AN207.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*. Detailed reading lists are provided at the beginning of the course.

Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208 Half Unit Not available in 2004/05

Anthropological Linguistics

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Content: This course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.

Teaching: Lectures AN208 weekly, Classes AN208.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209 Half Unit Not available in 2004/05

Research Methods in Social Anthropology

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household

composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN209 weekly, Classes AN209.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. There is the option of a training research project.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: Either by a two hour examination in the ST, worth 80% and classwork assessment, worth 20%, or by a two hour examination in the ST, worth 50%, and by a small project worth 50%.

AN210 Half Unit Not available in 2004/05

The Anthropology of Conflict, Revolution and War

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The aim of this course is to present an anthropological perspective on the socio-economic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention will be given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN210 weekly, Classes AN210.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: Napoleon A Chagnon, *Yanomamo: The Fierce People*; C Von Clausewitz, *On War*; Karl Heider, *Grand River Dani*; John Keegan, *In Face of Battle*; Mervyn Meggitt, *Blood is their Argument*; H H Turney-High, *Primitive War*; D Riches (Ed), *The Anthropology of Violence*; M Z Rosaldo, *Knowledge and Passion*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN211 Half Unit Not available in 2004/05

The Anthropology of Death

This information is for the 2004/05 session.

Teacher responsible: Dr R Astuti

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention will be paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth, euthanasia and the definition of death in the West.

Teaching: Lectures AN211 weekly, Classes AN211.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Prey into Hunter*; M Bloch & J Parry (Eds), *Death and the Regeneration of Life*; S Cederroth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212 Half Unit Not available in 2004/05

The Anthropology of Art and Communication

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other communicational media.

Teaching: Lectures AN212 weekly, Classes AN212.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: A Gell, *Art and Agency*; N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Levi-Strauss, *The Savage Mind*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213 Half Unit Not available in 2004/05

Anthropological Theories of Exchange

This information is for the 2004/05 session.

Teacher responsible: Professor J Parry, A615

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.

Content: The course re-examines the classic theories of exchange of such writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of, their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.

Teaching: Lectures AN213 weekly, Classes AN213.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Reading list: M Sahlins, *Stone Age Economics*; J Parry & M Bloch (Eds), *Money and the Morality of Exchange*; M Taussig, *The Devil and Commodity Fetishism in South America*; J C Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*; B Malinowski, *Crime and Custom in Savage Society*; M Mauss, *The Gift: Forms and Functions of Exchange in Archaic Societies*; P Ekeh, *Social Exchange Theory: the Two Traditions*; C Lévi-Strauss, *The Elementary Structures of Kinship*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN214

The Anthropology of India

This information is for the 2004/05 session.

Teacher responsible: Dr N Peabody and others

Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core syllabus: Society and culture in modern India.

Content: The caste system; the village and its local economy; kinship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practices and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN214 weekly ML, Classes AN214.A weekly ML.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras; Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*. Detailed reading lists are provided at the beginning of the course.
Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN215 Half Unit Not available in 2004/05 Anthropology of Hunters & Gatherers of Sub-Saharan Africa

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.
Content: The course will examine a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, Gwi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.
Teaching: Lectures AN215 weekly, Classes AN215.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers, Vol 1: History, Evolution and Social Change. Vol 2: Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.
 Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN216 Half Unit Cognition and Anthropology

This information is for the 2004/05 session.
Teacher responsible: Dr R Astuti
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: The course will re-examine the topic of the relation between individual cognitive development and cultural constructs. It will pay particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.
Content: This course will re-examine the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which will be dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues will be examined in detail. These will include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metarepresentations; iv) anthropological and psychological theories of learning; v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.
Teaching: Lectures AN216 weekly, Classes AN216.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: E Hutchinson, *Cognition in the Wild*; D Holland & N Quinn, *Cultural Models in Language and Thought*; G Lakoff & M Johnson, *Metaphors that we live by*; R Sternberg & E Smith, *The Psychology of*

Human Thought, T Schwartz et al, *New Directions in Psychological Anthropology*; J Lave, *Cognition in Practice*; L Hirschfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217 Half Unit Not available in 2004/05 The Anthropology of East and Central Africa

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics to be considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.
Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course will also enable students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.
Teaching: Lectures AN217 weekly, Classes AN217.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witnesses*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S F Moore, *Anthropology and Africa*; J Goody, *The expansive moment*. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN219 Half Unit Not available in 2004/05 Anthropology of Agrarian Development and Social Change

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change, to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of States and rural people.
Content: The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'? Commercialisation and agrarian change. Rural class formation. Ideology, protest and change - 'The Moral Economy of the Peasantry'. The 'Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.
Teaching: Lectures AN219 weekly, Classes AN219.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: F Ellis, *Peasant Economics*, 1988; R Guha, *The Unquiet Woods*, 1989; J Harriss (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G Hart, *Power, Labour and*

Livelihood: Processes of Change in Rural Java (University of California Press, 1986); J Scott, *The Weapons of the Weak* (Yale University Press, 1985); R Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988). Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221 Half Unit The Anthropology of Christianity

This information is for the 2004/05 session.
Teacher responsible: Dr F Cannell, A610
Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: The ethnography of the local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology.
Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.
Teaching: Lectures AN221 weekly, Classes AN221.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Iltis, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN223 Half Unit Not available in 2004/05 The Anthropology of South-East Asia

This information is for the 2004/05 session.
Teacher responsible: Dr F Cannell, A610
Availability: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: This course will examine the anthropology of Southeast Asia from three perspectives. Firstly, it will look at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it will explore a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it will consider some aspects of the interaction between Southeast Asian and 'Westernising' cultures.
Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of

'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia. The course will first consider the notion that Southeast Asia, like the Mediterranean, is an area held together most meaningfully by the sea (eg by sea-born trade, travel and piracy). It will also look at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced. The main ethnographic section of the course will relate a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity. These will include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions. The third theme of the course will be concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics will include a selection from the following; popular culture; nationalism; world religions and their offshoots. They will be seen within the context of the historical circumstances in which they have been produced.
Teaching: Lectures AN223 weekly, Classes AN223.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: S Errington, *Meaning and Power in a Southeast Asian Realm*; J M Atkinson & S Errington, *Power and Difference*; B Anderson, *The Idea of Power in Javanese Culture*; C Geertz, *Negara*; U Wikan, *Managing Turbulent Hearts*; W Keeler, *Javanese Shadow Play*; *Javanese Selves*; P Metcalf, *A Borneo Journey into Death*; N Constable, *Maid to order in Hong Kong*. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226 Political and Legal Anthropology

This information is for the 2004/05 session.
Teachers responsible: Dr V Benei, A613 and Professor S Roberts, A150
Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.
Content: The development of political and legal anthropology and their key concepts; studies of the state, kingship and other forms of authority; forms of knowledge and power; political competition and conflict; indigenous responses to colonialism; civil society and citizenship; nationalism, ethnicity and genocide; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.
Teaching: Lectures AN226 weekly MT, LT, 22 Classes AN226.A weekly MT, LT, ST.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Select reading list: J Gledhill, *Power and its Disguises* (1994); J Vincent, *Anthropology and Politics* (1990); J Vincent, *The Anthropology of Politics* (2002), (1954); G Balandier, *Political Anthropology* (1970); D Riches (Ed), *The Anthropology of Violence* (1986); T H Eriksen, *Ethnicity and Nationalism* (2002) C J Fuller & V Benei, *The Everyday State and Society in Modern India* (2001); A L Hinton, *Genocide: an anthropological reader* (2002); P Bohannan, *Justice and Judgement among the Tiv* (1957); B Malinowski, *Crime and Custom in Savage Society* (1916); J Comaroff & S Roberts, *Rules and Processes* (1981); P Gulliver, *Social Control in an African Society* (1963); S F Moore, *Law as Process* (1978); P Caplan (Ed), *Understanding Disputes* (1995); M Chanock, *Law, Custom and Social Order* (1985). Detailed reading lists are provided at the beginning of the course.
Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN227

The Anthropology of Economic Institutions and their Social Transformations**This information is for the 2004/05 session.****Teacher responsible:** Dr N Peabody, A506 and Dr L Bear, A612**Availability:** This course is compulsory for BA/BSc Social Anthropology students. It is available to students on other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** The anthropological analysis of economic institutions cross-culturally, and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography. **Content:** Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine, social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.**Teaching:** Lectures AN227 weekly MT, LT, Classes AN227.A weekly MT, LT.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); J Macrae & A Zwi, *War and Hunger: Rethinking international responses to complex emergencies*; P Richards, *Fighting for the Rainforest: War, Youth and Resources in Sierra Leone*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN229 Half Unit Not available in 2004/05

The Anthropology of Religious Nationalism and Fundamentalism**This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.**Content:** Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism'. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.**Teaching:** Lectures AN229 weekly, Classes AN229.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** L Caplan (Ed), *Studies in Religious Fundamentalism*; P Chatterjee, *Nationalist Thought and the Colonial World*; E Daniel, *Charred Lullabies*; V Das, *Critical Events/Mirrors of Violence*; D Ludden (Ed), *Contesting the Nation*; T Madan, *Modern Myths, Locked Minds*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230 Half Unit

The Anthropology of Industrialization and Industrial Life
This information is for the 2004/05 session.**Teacher responsible:** Professor J Parry, A505**Availability:** This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.**Content:** The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.**Teaching:** Lectures AN230 weekly, Classes AN230.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Select reading list:** J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Breman & K Kapadia (Eds), *The Worlds of Indian industrial labour* (1999). Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN231 Half Unit Not available in 2004/05

The Anthropology of China**This information is for the 2004/05 session.****Teacher responsible:** Professor S Feuchtwang, A613**Availability:** This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.**Content:** Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.**Teaching:** Lectures AN231 weekly, Classes AN231.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Eby (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. The

remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN232 Half Unit Not available in 2004/05

Film and Photography**This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. **Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations. **Content:** The course will consider the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of 'otherness', of ethnic conflict and refugees. The course will also examine the need for written contextualization of historical images and films, and the opponents of this view. The course will also examine in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.**Teaching:** Lectures AN232 weekly, Classes AN232.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** E H Gombrich, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L Taylor, *Visualizing Theory*; P Loizos, *Innovation in Ethnographic Film*; E Edwards, *Photography & Anthropology*; D MacDougall, *Transcultural Cinema*; C Pinney, *Camera Indica: The Social Life of Indian Photographs*; I Borbash & L Taylor, *Cross-Cultural Filmmaking*; L Devereaux & R Hillman (Eds), *Fields of Vision*; D Vaughan, *For Documentary*; T Allen & J Seaton, *The Media of Conflict - War Reporting and Representations of Ethnic Violence*; M Ignatieff, *The Warrior's Honour: Ethnic Conflict and the modern conscience*. Detailed reading lists are provided at the beginning of the course.**For Analysis:** Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea & Leach, *Trobriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madarrpa Funeral at Gurka'wuy*; McKenzie & Hiatt, *Waiting for Harry*; D MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico*. **Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN233 Half Unit Not available in 2004/05

Anthropology of South-West Asian & North African Societies**This information is for the 2004/05 session.****Teacher responsible:** Dr M Mundy, A507**Availability:** This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.**Content:** Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems; unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen, Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.**Teaching:** Lectures AN233 weekly, Classes AN233.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilsenan, *Recognizing Islam*; A Hourani, *A History of the Arab Peoples*; I Khaldun, *The Muqaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power* (Eds J Goody & E Marx); B Messick, *The Calligraphic State*; G Tillion, *The Republic of Cousins*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN235 Half Unit Not available in 2004/05

The Anthropology of Southern Africa**This information is for the 2004/05 session.****Teacher responsible:** Dr M Engelke, A609**Availability:** This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Core syllabus:** This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.**Content:** The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it will examine some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.**Teaching:** Lectures AN235 weekly, Classes AN235.A weekly.**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.**Reading list:** J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D Spielgel, 'Southern Africa Revisited', *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN236 Half Unit Not available in 2004/05

The Anthropology of Governance in the Modern State**This information is for the 2004/05 session.****Teacher responsible:** Dr M Mundy, A507**Availability:** This course is optional for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations. **Pre-requisites:** Students should have a substantial background in Social Anthropology.**Core syllabus:** The course examines recent work by anthropologists on government and the modern state.**Content:** The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies,

and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: Anthropological typologies of states; government models of state and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court; the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.

Teaching: Lectures AN236 weekly, Classes AN236.A weekly.
Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Mery, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*; N Eliasoph, *Avoiding Politics: How Americans produce Apathy in Everyday Life*. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN237 Half Unit The Anthropology of Development

This information is for the 2004/05 session.
Teacher responsible: Dr D James, A616
Availability: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.
Content: Historical background: how development and its discourses were made, in the wake of the colonial encounter. A discussion of the role - played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; and alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures AN237 weekly, Classes AN237.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development*; A Escobar, *Encountering Development: the making and unmaking of the third world* (1995); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic*, J Ferguson, *The Anti-politics machine: "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); J Ferguson, 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Situating Fertility:*

anthropological and demographic enquiry (1995). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN238 Half Unit Not available in 2004/05 Anthropology and Human Rights

This information is for the 2004/05 session.
Teacher responsible: Dr M Engelke, A609
Availability: This half-unit course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations.
Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.
Core syllabus: The tension between respect for 'local cultures' and 'universal rights' is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America; state violence in Guatemala; and Aboriginal land tenure in Australia.

Teaching: Lectures weekly, classes weekly.
Written work: Students are expected to prepare discussion material for classes/seminars and are required to write an assessment essay.
Reading list: M Ishay (Ed), *The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present*; P G Lauren, *The Evolution of International Human Rights: Visions Seen*; E Messer, 'Anthropology and Human Rights' *Annual Review of Anthropology* 1993; J Cowan et al (Eds), *Culture and Rights: Anthropological Perspectives*; R Wilson (Ed), *Human Rights, Culture, and Context: Anthropological Perspectives*; R Rorty, 'Human Rights, Rationality, and Sentimentality' in S Shute & S Hurlley (Eds), *On Human Rights: The Oxford Amnesty Lectures*; F Boas, 'The Limitations of the Comparative Method of Anthropology' in Bohannon & Glazer (Eds), *High Points in Anthropology*; F Boas, 'On Alternating Sounds' in G W Stocking (Ed), *The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader*; C Geertz, 'The Impact of the Concept of Culture on the Concept of Man' in *The Interpretation of Cultures*; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' *Journal of Anthropological Research* 1997. Detailed reading lists are provided at the beginning of the course.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essay mentioned above.

AN239 Not available in 2004/05 Anthropology of Civil Society, the State and Citizenship

This information is for the 2004/05 session.
Teacher responsible: Dr Deborah James, A616
Availability: For students doing the BSc Social Anthropology, BA Social Anthropology and other undergraduate degrees at the discretion of the teacher responsible. The course is expected to be available in alternative years, as is departmental practice.
Core syllabus: The course aims to give students a thorough understanding of debates about the interrelations between state, citizenship and civil society by situating them in an anthropological context. It will draw both on the classic writings in which these interrelated terms were originally used, and on a series of more recent writings exploring their salience in contemporary anthropology.
Content: Through relating theory to ethnographic studies, the course will investigate state-society relations in a variety of non-Western settings. This will enable a critical assessment of some recent approaches to understanding- and to advocating the merits of- civil society. Both donor-driven attempts to strengthen it as a means to supplant the power of what have been described as 'weak states', and utopian visions of its rebirth as a buffer against the perils of globalisation, tend to universalise and reify the term and fail to recognise its relational nature when examined in specific social contexts. The course will examine debates about the present-day applicability of these interrelated terms in third-world settings.
 In drawing attention to the disguises of power in the everyday activities of

life, the course will encourage students to apply the classic anthropological gaze. Its exploration of the connections between civil society, state, and citizenship will be rooted in a concern with these everyday activities. It will examine how far citizenship is constituted within apparently non-political arenas such as religion and the household. Conversely, it will explore local attempts to construct or maintain a private realm into which the state cannot penetrate.

Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: P Abrams, 'Notes on the difficulty of studying the state', *Journal of Historical Sociology*, 1/1:58-59 1988; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass; J Comaroff, & J L Comaroff (Eds), *Civil Society and the Political Imagination in Africa* Chicago, Chicago University Press; J Habermas, *The Structural Transformation of the Public Sphere: An inquiry into a category of bourgeois society*, Cambridge, Mass 1989; C Hann & E Dunn, *Civil Society: challenging Western models*, Routledge, 1996; T B Hansen & F Stepputat (Eds), *States of Imagination*, Duke University Press, 2002; Paul Hirst, *From Statism to Pluralism*, UCL Press, 1997; S Joseph (Ed), *Gender and Citizenship in the Middle East*, Syracuse University Press, 2001; S Kaviraj & S Khilnani (Eds), *Civil Society: history and possibilities*, Cambridge University Press; M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton University Press, 1996; M Trouillot, 'The anthropology of the state in the age of globalisation' *Current Anthropology* 42(1):125-138, 2001; Pina Werbner, 'Exoticising Citizenship: Anthropology and the new citizenship debate', *Canberra Anthropology* 21(2):1-27, 1998.
Teaching: Ten lectures and ten classes in the MT.
Assessment: A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300 Advanced Theory of Social Anthropology

This information is for the 2004/05 session.
Teachers responsible: Dr M Scott, A614 and Dr M Engelke, A609
Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations.
Pre-requisites: Students should have a substantial background in Social Anthropology.
Core syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their weaknesses.
Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology: structural and cultural Marxism; theories of hegemony; anthropology and history; interpretative anthropology, the crisis in representation; power and discipline; practice theory; performance theory; anthropological theories of self and agency; cognitive anthropology.
Teaching: Lectures AN300 weekly ML, Classes AN300.A weekly ML.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: M Bloch, *Marxism and Anthropology*; H L Moore, *A Passion for Difference*; H L Moore, *Anthropological Theory Today*; P Bourdieu, *The Logic of Practice*; C Geertz, *The Interpretation of Cultures*; G White & C Lutz, *New Directions in Psychological Anthropology*; M Bloch, *Ritual, History and Power*; P Rabinow, *A Foucault Reader*; J & J Comaroff, *Of Revelation and Revolution*; A Giddens, *Capitalism and Modern Social Theory*; M Sahlins, *Islands of history*; T Asad, *Genealogies of Religion*. Detailed reading lists are provided at the beginning of the course.
Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301 The Anthropology of Religion

This information is for the 2004/05 session.
Teachers responsible: Dr F Cannell, A610 and to be announced
Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to students on other degrees as permitted by the regulations.
Pre-requisites: Students should have a substantial background in Social Anthropology.
Course syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.
Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will include some of all of the following: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and

history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.
Teaching: Lectures AN301 weekly ML, Classes AN301.A weekly ML.
Written work: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.
Reading list: M Bloch, *Prey into Hunter: The Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*; T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*. Detailed reading lists are provided at the beginning of the course.
Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN399 Special Essay Paper in Social Anthropology

This information is for the 2004/05 session.
Availability: This course is an option for the BA/BSc Social Anthropology and BA Anthropology and Law degrees.
Core syllabus: The essay may be on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.
Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.
Teaching: Tutors advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay. Meetings and workshops with the Examinations Chair and other staff members are held to help students conceptualise a relevant question for the essay.
Written work: The essay may not be more than 8,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in by the date announced by the School, normally by May 1st, at the Student Services Centre. The student is advised to retain a copy.
Assessment: Students will be assessed entirely on the basis of the essay that they submit.

EC100 Economics A

This information is for the 2004/05 session.
Teachers responsible: Professor C M E Whitehead, S377 and Professor N Barr, J102
Availability: It may not be taken if **Economics B** has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.
Pre-requisites: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists.
Core syllabus: This is an introductory course in microeconomics and macroeconomics for those not expecting to take further specialist courses in economics.
Content: The course gives a foundation in economics, primarily to those without a significant background in the subject. It is suitable for those who wish for a single course covering the basic analytic framework and for those who intend to do further non-specialist, economics courses. The course covers standard micro and macroeconomic theory and its extensions in order to make it possible to discuss empirical and policy issues. Topics include demand and supply, theories of consumer behaviour and cost, market structures, efficiency, distribution and optimality, factors markets, macroeconomic equilibrium in the goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments and applications to policy.
Teaching: Lectures EC100: 20 MT, by Professor Whitehead, on microeconomics; 20 LT, by Professor Barr, on macroeconomics and 2 ST on revision.
 Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes.
 Classes EC100.A: 20 Sessional.
 These classes are usually taught by Teaching assistants. They deal mainly

with questions arising out of the lectures and questions on the lecture handouts. They are also used to discuss students' written work.

The course follows fairly closely standard first-year textbooks such as Begg, Fischer & Dornbusch, Mankiw or Baumol & Blinder (see details above).

Written work: Class teachers will normally set and mark four pieces of written work from each student during the course.

Reading list: Students should buy one of the following: R G Lipsey & A Chrystal, *An Introduction to Positive Economics* (10th edn), Oxford, 2003; D Begg, S Fischer & R Dornbusch, *Economics* (6th edn), McGraw-Hill, 2000; N G Mankiw, *Principles of Economics* (2nd edn), Dryden, 2001; W J Baumol & A S Blinder, *Economics Principles and Policy* (7th edn), Dryden Brace Jovanovich, 1997. No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary reading list: Before the start of the course students may wish to consult some texts written for the general reader. These include: P Donaldson, *Economics of the Real World*; P Donaldson & J Farquahar, *Understanding the British Economy*; J K Galbraith, *Almost Everyone's Guide to Economics*; R Pennant Rea & C Crook, *Economists Economics*; M Stewart & R Heilbroner, *Worldly Philosophers*. Further supplementary reading is given in the handouts.

Assessment: A three-hour written examination in the ST based on the full syllabus. The examination contains two types of question:

- (a) a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and
(b) seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both micro and macro economics.

Copies of previous years' examination papers are available.

EC102

Economics B

This information is for the 2004/05 session.

Teachers responsible: Professor D Quah, S486 and Mr A Marin, S566

Availability: This course is designed primarily for BSc degrees in Economics but is also available to other students, as permitted by the regulations.

Pre-requisites: Knowledge of A-level economics is an advantage, while some knowledge of mathematics (eg elementary calculus) is strongly recommended. Students without a mathematical background need to take an introductory mathematics course, such as **Basic Quantitative Methods**, at the same time. EC102 is unavailable to anyone who has passed **Economics A**.

Core syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics. **Content: Part A** (Professor Quah) Consumer behaviour; theory of the firm; competitive markets; monopoly; factor markets; general equilibrium; welfare economics.

Part B (Mr A Marin) The interaction of aggregate demand and supply to determine real income, employment and the price level. Inflation and unemployment. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and/or fiscal policies be used effectively.

Teaching: Lectures EC102: 20 MT (Professor Quah) and 20 LT (Mr Marin). Classes EC102.A: 20 Sessional.

Written work: Written answers to set problems will be expected weekly.

Reading list: In addition to the main textbooks below, students without A-level Economics may find it helpful to also read a good introductory textbook, such as D Begg, S Fischer & R Dornbusch, *Economics* (7th edn), McGraw-Hill, 2003 or Lipsey & Chrystal, *Economics*, (10th edn), Oxford, 2004, at the start of each section of the course.

Part A: Robert H Frank, *Microeconomics and Behavior* (5th edn), McGraw-Hill, 2003; Hal Varian, *Intermediate Economics* (6th edn), Norton, 2003.

Part B: M Perlman, *Macroeconomics*.

Assessment: A three-hour written examination in the ST, based on the full syllabus of parts A and B of the course.

EC110 Not available in 2004/05

Basic Mathematics for Economists

This information is for the 2004/05 session.

For EC110 see MA110

EC200 Not available in 2004/05

Economics of Social Policy

This information is for the 2004/05 session.

Teachers responsible: Professor C M E Whitehead, S377 and Professor N Barr, J102

Availability: This course is for BSc degrees as permitted by the regulations. It is not available to Economics specialists.

Pre-requisites: It is intended for students who have either taken a first-year introductory course in economics, or, with permission, A-level economics. Students must have done an economics course before taking this course.

Core syllabus: It is intended to be useful in itself rather than as training

for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies.

Content: The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include: efficiency and equity; individuality and altruism; the role of the welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education, pensions, and social security policies; environmental and spatial issues. Examples of particular policies will be discussed throughout with particular reference to the UK and other industrialised economies.

Teaching: Lectures EC200: 20 MT and LT.

Classes EC200.A: 20 Sessional.

Written work: Four pieces of written work are expected over the year.

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 1992; J Stiglitz, *Economics of the Public Sector* (3rd edn), 2000; V George & P Wilding, *Welfare and Ideology*; N Barr, *The Economics of the Welfare State* (3rd edn), OUP, 1998; E Helpman, *Social Policy Evaluation: An Economic Perspective*; C Jencks, *Rethinking Social Policy*. Other reading will be provided throughout the course.

Assessment: A three-hour written examination in the ST.

EC201

Microeconomic Principles I

This information is for the 2004/05 session.

Teachers responsible: Dr J Leape, Y211 and Dr M Bray, S476

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students are expected to have completed EC102

Economics B or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as MA107 **Quantitative Methods (Mathematics)** and should revise calculus including partial derivatives and the use of Lagrangians.

Core syllabus: An intermediate course in microeconomic analysis.

Content: I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings and labour supply, including the effects of taxes and benefits.

II. Producer Theory. Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly and auctions.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best pricing.

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching: Lectures EC201: 40 MT and LT.

Classes EC201.A: (undergraduates) EC201.B (graduate students): 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students should complete the weekly web-based quizzes before attending classes. In addition, at least five pieces of written work will be required and marked by class teachers.

Reading list: A reading list will be provided at the start of the course.

The main text for the course is M L Katz & H S Rosen, *Microeconomics*, but frequent reference is also made to other texts and to journal articles.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

This information is for the 2004/05 session.

Teachers responsible: Professor F A Cowell, R520 and Dr F Maniquet

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students are expected to have completed **Economics B** or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. MA110 or MA100 would give a better grounding.

Core syllabus: An intermediate course in microeconomic analysis.

Content: The coverage is similar to **Microeconomic Principles I**. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on <http://darp.lse.ac.uk/EC202.htm>

Teaching: Lectures EC202: 40 MT and LT.

Classes EC202.A: 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading list: There is no one text that covers the course: detailed lecture notes will be provided. Students may find it helpful to use as background material: H Gravelle & R Rees, *Microeconomics* (2nd edn), 1992; R Gibbons, *A Primer in Game Theory*, Harvester Wheatsheaf, 1992.

Additional readings to complement the lecture notes on specific topics from other books or articles will be indicated as needed.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

This information is for the 2004/05 session.

Teachers responsible: Dr B Petrongolo, R435 and Dr E Yashiv, S680

Pre-requisites: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey & K A Chrystal, *Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Quantitative Methods**.

Core syllabus: An intermediate course in macroeconomic analysis.

Content: During the last 20 years our understanding of how economies operate has been transformed. This course aims to help you understand these developments. We will study the stylised facts of business cycle fluctuations and economic growth, discuss what light modern macroeconomics can shed on these facts, and finally evaluate the scope for policy to improve macroeconomic performance.

The course will cover: The determinants of aggregate demand and supply in both closed and open economies; The determination of wages and unemployment; The influence of monetary, fiscal and exchange rate policy; Uncertainty and expectations; The cyclical behaviour of the economy; The determinants of long-run economic growth; Economic pathologies such as high unemployment and high inflation; Public debt.

Reading list: The main textbook for the course is O Blanchard, *Macroeconomics*, 3rd edition. Other useful textbooks are: N G Mankiw, *Macroeconomics*; R Barro & V Grilli, *European Macroeconomics*; and M Burda & C Wyplosz, *Macroeconomics: A European Text*. Other more advanced or specialist readings will be listed at the start of the course.

Teaching: Lectures EC210: 40 MT and LT.

Classes EC210.A: (undergraduates). EC210.B (graduate students): 20 sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written work: Students are urged to attempt the assigned problems before attending classes. Two pieces of written work per term will be required and marked by class teachers.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight out of 10 short questions and three out of six long questions.

EC220

Introduction to Econometrics

This information is for the 2004/05 session.

Teacher responsible: Dr C Dougherty, S376

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students are expected to have completed an introductory statistics course such as **Elementary Statistical Theory** or **Quantitative Methods (Statistics)**.

Core syllabus: An introductory course in econometrics.

Content: The course begins with four optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; binary choice (linear probability model, logit analysis, probit analysis); censored regression model (Tobit analysis); sample selection bias (heckman two-step method); an introduction to maximum-likelihood estimation; an introduction to non stationary time series, unit root tests, cointegration, and error-correction models.

Teaching: Lectures EC220: 43 (three optional) Sessional.

Dr Dougherty gives the three preliminary review lectures in the first two weeks of the MT and the main lectures from the third week of the MT. The theory lectures continue in the LT and ST.

Classes EC220.A: 20 Sessional. EC220.B for graduate students.

Written work: Exercises are provided each week and are discussed in the classes. Students are required to hand in written answers to the exercises for correction.

Reading list: C R S Dougherty, *Introduction to Econometrics* (2nd edn), Oxford University Press, 2002. Further materials will be available on the EC220 website (<http://econ.lse.ac.uk/courses/ec220/>)

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

This information is for the 2004/05 session.

Teacher responsible: Dr M Schafgans, S584

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: A knowledge of linear algebra and calculus (eg previous attendance at **Mathematical Methods**) and of basic statistical theory (**Elementary Statistical Theory**) is required. Although the course does involve some computing no previous experience is required.

Core syllabus: The course is an intermediate-level introduction to the theory and practice of econometrics.

Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t-and F-tests, dummy variables, multicollinearity, general linear restrictions, measurement errors, omitted variables. Maximum likelihood estimation And the Wald, Likelihood Ratio, and Lagrange Multiplier tests. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data and limited dependent variable models.

Teaching: Lectures EC221: 20 x two-hours MT and LT.

Classes EC221.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The main text for the course is G S Maddala, *Introduction to Econometrics*, John Wiley. Other useful texts include: W Greene, *Econometric Analysis*, Macmillan; J Johnston & J Dinardo, *Econometric Methods*, McGraw-Hill; D Gujarati, *Basic Econometrics*, McGraw-Hill; J Kmenta, *Elements of Econometrics*, Macmillan; M Stewart & K Wallis, *Introductory Econometrics*, Blackwell; J M Wooldridge, *Introductory Econometrics: A Modern Approach*, Thomson.

Assessment: A three-hour written examination in the ST. The paper contains nine questions, of which four are to be answered, of which one is compulsory.

EC230

European Economic Policy

This information is for the 2004/05 session.

Teachers responsible: Mr A Marin, S566 and others

Availability: This course is for Bachelors degrees but is not available to Economics specialists.

Pre-requisites: Introductory economics such as **Economics A** or **Economics B** (or equivalents) is required.

Core syllabus: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered 'economic', and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of economic theory.

Content: The topics considered are likely to include:

- EMS, EMU and monetary policy of the EU.
- CAP and reforms.
- Single market programme and regional policies.
- Competition and industrial policy.

Teaching: Lectures EC230: 20 MT and LT.

Classes/seminars EC230.A: 22 Sessional.

Written work: Four pieces of written work to be handed in to the class teacher over the year.

Reading list: Background texts include: T Hitiris, *European Union Economics*, 5th edn, FT-Prentice Hall, 2003; A El-Algra (Ed), *The European Union*, 7th edn, Prentice Hall, 2004; D Swann, *The Economics of Europe*, 9th edn, Penguin, 2000. Detailed references relevant to each topic area will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC301

Advanced Economic Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr R Ngai, S675, Dr B Guimaraes, Dr E Eyster, S475 and Dr G Weiszäcker

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent) and mathematics to at least the level of **Mathematical Methods**.

Core syllabus: A series of lectures introducing recent developments in economic theory.

Content: Dr Ngai's part will focus on understanding cross-country income differences. The lecture covers both the classic growth models which emphasize the roles of technology and factor accumulation, and the modern growth & development models which argue the importance of institutions and timing of industrialization.

Dr Guimaraes's part of the course will study currency and financial crises. Lectures will cover the classical models as well as applications of recent developments in game theory. Some empirical evidence and stylized facts will also be discussed.

Dr Eyster's lectures cover the nascent field of 'psychology and economics', which incorporates insights from modern psychology into economic theory. They will focus on two departures from the assumption that people maximise stable preferences: preferences are not stable, and people mispredict and therefore fail to maximise those preferences. Dr Weiszäcker: see <http://econ.lse.ac.uk/courses/ec301/>

Teaching: Lectures EC301: 40 MT and LT.

Classes EC301.A: 16 Sessional.

Reading list: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

Assessment: A three-hour written examination in the ST. The paper is divided into four parts. Each part corresponds to the material taught by one of the four instructors. Students are required to answer one question (out of two) for each part.

EC303

Economic Analysis of the European Union

This information is for the 2004/05 session.

Teachers responsible: Mr A Marin, S566 and others

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant.

Content: The topics covered are likely to include some of the following:

- EMS, EMU and monetary policy.
- CAP and possible reforms.
- Environmental policy.
- Single market, and regional policy.

Teaching: Lectures EC303: 20 MT and LT.

Classes/seminars EC303.A: 20 Sessional.

Reading list: General background readings: R Baldwin & C Wyplosz, *The Economics of European Integration*, McGraw-Hill, 2004; T Hitiris, *European Union Economics*, 5th edn, FT-Prentice Hall, 2003; A El-Algraa (Ed), *The European Union*, 7th edn, Prentice Hall, 2004; D Swann, *The Economics of Europe*, 9th edn, Penguin, 2000. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC305

Comparative Economic Systems

This information is for the 2004/05 session.

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Content: **Part A**, 10 lectures given by Dr C Xu, focus on theoretical and empirical analysis of institutions in different economy systems. Institutions to be analyzed include corporations, markets, financial institutions (eg banks), legal institutions and political institutions. The empirical part

involves transition economies and developed/developing economies with more weight on China and Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macro-economic and structural aspects of transition in Russia, China and Central Europe.

Part C, five lectures given by Professor J Barr, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, five lectures given by Dr Schankerman, is concerned with the economic determinants and consequences of corruption in transition and more developed market economies.

Teaching: Lectures EC305: 30 MT and LT.

Classes EC305.A: 15 MT and LT.

The classes are based around student presentations on particular topics.

Written work: In addition to giving class presentations, students will be expected to do some essays during the year.

Reading list: Each part has a reading list to be provided at the start of the course.

Assessment: There is a written three-hour examination in the ST. The paper contains 12 short questions, of which eight are to be answered, and six essay-type questions, of which three are to be answered.

EC307

Development Economics

This information is for the 2004/05 session.

Teachers responsible: Dr R Burgess, R524 and Dr O Bandiera, R526

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics** is also necessary given the strong applied forms of the course.

Core syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Content: The course will explore the related themes of Economic Growth and Development. The course begins by analysing the growth performance of different countries and by presenting the main growth theories to the purpose of identifying, both theoretically and empirically, the determinants of economic growth. The course will then analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.

Teaching: Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Reading list: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, *Development Economics*, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, *Introduction to Economic Growth*, Norton, 1998; (ii) A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, John Hopkins UP, 1997 and (iii) J Behrman & T N Srinivasan (Eds), *Handbook of Development Economics*, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, *Introductory Econometrics*, OUP, 1992.

Assessment: A three-hour written examination in the ST.

EC309

Econometric Theory

This information is for the 2004/05 session.

Teacher responsible: Dr M Seo

Availability: This course is for the BSc in Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations.

Pre-requisites: A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course **Principles of Econometrics** (or equivalent).

Core syllabus: An introduction to the theory of estimation and inference of econometric models.

Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching: Lectures EC309: 20 MT and LT.

Classes EC309.A: 20 Sessional.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The main text for the lectures is A C Harvey, *The Econometric Analysis of Time Series* 2nd edn, Philip Allan (1990); R Davidson & J G MacKinnon, *Estimation and Inference in Econometrics*, Oxford University Press (1993). Other useful texts include A Spanos, *Statistical Foundations of Econometric Modelling*, CUP; H Theil, *Principles of Econometrics*; P C B Phillips & M R Wickens, *Exercises in Econometrics*, Vol I and II; J Judge et al, *The Theory and Practice of Econometrics*.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which four are to be answered.

EC311

History of Economics: How Theories Change

This information is for the 2004/05 session.

Teacher responsible: Professor M S Morgan, C420

Availability: For BSc degrees in Economics and other students as permitted by regulations or by permission of the course lecturer.

Core syllabus: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century.

Content: The course will explore how the theories, concepts and methods of economics have changed over the last 250 years. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the scientific thinking and the economic conditions of their own time and place.

Reading list: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, *The Worldly Philosophers*; for general background, consult Roger E Backhouse's, *The Penguin History of Economics* or David Colander & Harry Landreth's, *History of Economic Thought*.

Teaching: Lectures EC311: 20 weekly MT and LT.

Classes EC311.A: 20 MT and LT.

Written work: Students will be expected to give class papers and produce several pieces of written work.

Assessment: A three-hour written examination in the ST.

EC313

Industrial Economics

This information is for the 2004/05 session.

Teachers responsible: Dr M Schankerman, R516 and Dr P Davis, R518

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, and the process of entry and entry deterrence.

Content: The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation. Economic models will be used to address policy issues.

Teaching: Lectures EC313: 30 hours MT and LT.

Classes EC313.A: 15 MT and LT.

Written work: At least four problem sets will be required and assessed by class teachers.

Reading list: A detailed reading list will be provided at the beginning of the course. The primary text is Church and Ware's *Industrial Organization*. Supplementary reading will be assigned.

Assessment: A three-hour written examination in the ST.

EC315

International Economics

This information is for the 2004/05 session.

Teachers responsible: Dr S Redding, R432, Professor A Venables, S877 and Dr G Benigno, R430

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles**

(or equivalent).

Core syllabus: The aim of this course is to introduce students to international trade theory and international monetary economics.

Content: International Trade Theory. This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, increasing returns, and strategic theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of trade policy within both partial and general equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

International Monetary Economics: Balance-of-Payments

Definitions: Discusses the components as well as overall measures of the balance-of-payments.

Adjustment Theory: The question of the existence of an automatic mechanism in the international economy which brings about balance-of-payments equilibrium for each of the constituent economies is treated under this heading. Obstacles to the smooth functioning of such a mechanism are also considered. The modern monetary approach to the balance of payments is considered under this topic which otherwise deals with theoretical propositions which are among the oldest in economics.

Stabilisation Policy and the Analysis of Disturbances: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under combinations of fixed and flexible exchange rates and fixed and flexible prices is discussed. In addition, the related investigation of the effects on the domestic economy of various external and internal disturbances is undertaken.

Asset-Market Models: This topic considers models which carefully specify the demand and supply conditions of the various assets which they include. This permits a somewhat more rigorous and complete analysis of certain questions than do either the simple monetary-approach or traditional Keynesian models.

Non-Static and Rational Expectations: This section includes an introductory exposition of the alterations to the previous analysis of open-economy models which result from assuming that expectations of variables are not invariably equal to their current values. Some implications of assuming that expectations satisfy rational-expectations criteria are also discussed.

Flexible Exchange Rates: The determination of exchange rates, the theoretical arguments for and against flexible exchange rates in comparison with fixed rates, and the practical success of flexible exchange rates over the period of floating are the issues dealt with under this topic.

The International Monetary System: This section covers the history and analysis of the international monetary system.

Teaching: Lectures EC315: 20 MT and LT.

Classes EC315.A: 20 Sessional.

Written work: Students will be expected to prepare two pieces of assessed written work during each of the MT and LT.

Reading list: The main textbook for the course is D R Appleyard & A J Field, *International Economics*, 4th edn, Irwin, 2001. Other suitable texts are: P Krugman & M Obstfeld, *International Economics*, 5th edn, Addison Wesley, 2000; W Ethier, *Modern International Economics*, 3rd edn, Norton, 1995; F L Rivera-Batiz & L Rivera-Batiz, *International Finance and Open Economy Macroeconomics*, 1994; P Hallwood & R MacDonald, *International Money: Theory, Evidence and Institutions*, 1994; R MacDonald, *Floating Exchange Rates: Theories and Evidence*, 1988; D Salvatore, *International Economics*, 1993; J Williamson & C Milner, *The World Economy*, 1991; L S Copeland, *Exchange Rates and International Finance*, 1994. Other readings will be given during the course.

Assessment: A three-hour written examination in the ST.

EC317

Labour Economics

This information is for the 2004/05 session.

Teacher responsible: Professor S Pischke

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent) as well as **Introduction to Econometrics** (or equivalent). **Core syllabus:** The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Content: Topics will include labour supply, welfare policies, labour demand, the impact of the minimum wage, labour market equilibrium, the impact of immigration, wage determination, the formation of human capital, motivation of workers and issues in personnel economics, compensating wage differentials, discrimination, wage inequality, and trade unions.

Teaching: Lectures EC317: 30 hours MT and LT.

Classes EC317.A: 15 MT and LT.

Written work: Students will be expected to make one class presentation, lead one class discussion and write two essays over the course of the year.

Reading list: There is no comprehensive text for this course. The two best textbooks are G Borjas, *Labor Economics*, and R G Ehrenberg & R S Smith, *Modern Labor Economics*. Additional reading, drawn from journals, will be suggested during the course.

Assessment: A three-hour written examination in the ST.

EC319

Mathematical Economics

This information is for the 2004/05 session.

Teachers responsible: Dr G Levy, S479 and Dr A Sarychev, S482

Availability: This course is for BSc degrees in Economics, Mathematics and Economics, and Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, linear algebra and set theory. **Mathematical Methods** would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for Teaching these techniques if necessary. A highly motivated student with a less technical background could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Levy before the course starts.

Core syllabus: The study of some aspects of economic theory where mathematical modelling is particularly helpful. The lectures use mathematics, and students will be expected to solve economic problems posed in a mathematical form. Considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Content: Techniques of Constrained Optimization this is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. Topics include: Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, shadow prices, Lagrangian and Kuhn Tucker necessity and sufficiency theorems with applications to intertemporal models of the household and firm, and choice under uncertainty.

Intertemporal optimization. Bellman approach. Euler equations. Stationary infinite horizon problems. Continuous time optimisation (optimal control). Applications may include habit formation, Ramsey-Kass-Coopmans model; Tobin's q , capital taxation in an open economy, etc.

Tools for optimal control: ordinary differential equations. These are studied in detail and include linear 2nd order equations, phase portraits, solving linear systems, steady states and their stability.

Teaching: Lectures EC319: 20 MT and LT.

Classes EC319.A: 20 Sessional.

Written work: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.

Reading list: Carl P Simon & Lawrence Blume, *Mathematics for Economists*; W W Norton, 1994 (highly recommended).

Lecture notes provided on topics not covered by the book.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which students should attempt four (two from each section).

EC321

Monetary Economics

This information is for the 2004/05 session.

Teachers responsible: Professor R Jackman, S777 and Dr K Aoki

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system, financial intermediation and the determinants of the money supply. The transmission mechanism of monetary policy. Old and modern theories of monetary economics. The theory and practice of monetary policy and the design of optimal policies, in closed and open economies. The term structure of interest rates. The role and conduct of Central Banks, and arguments for Central bank independence.

Teaching: Lectures EC321: 30 MT and LT.

Classes EC321.A: 18 Sessional.

Written work: Students should expect to write two essays or exercises in

both the MT and LT, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures.

Reading list: The most useful text books are K Bain & P Howells, *Monetary Economics: Policy and its Theoretical Basis*, and C Goodhart, *Money, Information and Uncertainty*, 2nd edn. Other useful texts include M Lewis & P Mizen, *Monetary Economics*; B McCallum, *Monetary Economics*; D Laidler, *The Demand for Money*, 3rd edn; A Blinder, *Central Banking in Theory and Practice*.

Assessment: A three-hour written examination in the ST. The paper may include short questions and problems in addition to longer essays.

EC325

Public Economics

This information is for the 2004/05 session.

Teachers responsible: Professor N Barr, J102 and Dr J Leape, Y211

Availability: This course is for BSc degrees in Economics and is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core syllabus: A course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals.

Content: The role of the state and implications of different approaches. Public choice. Economics of the welfare state: income transfers, health care and education. Efficiency and income distribution issues. Effects of taxes on labour supply and savings. Taxes and investment: domestic and international issues. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Privatisation and regulation of natural monopolies. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching: Lectures EC325: 20 MT and LT.

Classes EC325.A: 20 Sessional.

Reading list: The most useful textbooks are: N A Barr, *Economics of the Welfare State* (4th edn, 2004) and H S Rosen, *Public Finance* (7th edn, 2005). Many of the readings will be journal articles.

Assessment: A three-hour written examination in the ST.

EC331

Quantitative Economics Project

This information is for the 2004/05 session.

Teacher responsible: Dr M Schafgans, S584

Availability: This course is for the BSc degree in Econometrics and Mathematical Economics.

Pre-requisites: Students should have completed **Principles of Econometrics**.

Core syllabus: Learning how to do quantitative economic research in a practical way.

Content: This seminar is designed to provide training in independent research work and to encourage the student to take an overall view of the different specialised areas in economics.

Teaching: Seminars in Quantitative Economics EC331.A: 10 x two hours LT. Students are expected to pursue research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

Written work: Students are required to prepare material for their presentations in the seminar, but this is not formally graded.

Reading list: As each student chooses an individual topic, there is no reading list for this course.

Assessment: A completed project (up to 10,000 words) on an approved subject will be required to be submitted by **1 May** in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333

Problems of Applied Econometrics

This information is for the 2004/05 session.

Teachers responsible: Professor A Manning, R451 and Dr M Schankerman, R516

Availability: This course is for BSc degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either* **Introduction to Econometrics** or **Principles of Econometrics**.

Core syllabus: The purpose of this course is to give students a grounding in recent developments in econometrics for applications to economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical

experience in analysing a wide variety of econometric problems.

Content: Among the econometric topics covered will be limited dependent variable models and duration models.

Teaching: Lectures EC333: 10 MT and 10 LT.

Classes EC333.A: 20 Sessional.

Reading list: A detailed reading list will be provided at the beginning of the course. J Wooldridge, *Introductory Econometrics* might be helpful and/or W Green, *Economic Analysis*.

Assessment: A three-hour written examination in the **STEH101 Internationalization of Economic Growth**

This information is for the 2004/05 session.

Teachers responsible: Dr Tim Leunig, C322 and others

Availability: Compulsory for Bachelor's degrees in Economic History. Available to all other students where their degree regulations permit including General Course Students. There are no pre-requisites for this course.

Core syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century.

Content: The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, we will as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.

Teaching: Lectures: There is one lecture course (EH101) with 22 lectures in the MT, LT and ST. The lectures are given by Dr Leunig and others. A lecture programme will be circulated at the first meeting. This is a WebCT course and provides a web based location for your core LSE course materials.

Classes: The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground.

Written work: Students are expected to write very short papers during the year and two longer essays.

Reading list: The following are particularly useful: A G Kenwood & A L Lougheed, *The Growth of the International Economy, 1820-2000* (2000); J Foreman-Peck, *A History of the World Economy*; R Floud & P Johnson (Eds), *The Cambridge Economic History of Modern Britain*, Vol 2 & Vol 3 (2004); T Kemp, *The Climax of Capitalism. The US Economy in the 20th Century*; P Johnson (Ed), *Twentieth-Century Britain: Economic, Social and Cultural Change* (1994); E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993); C H Feinstein, P Ternin & G Toniolo, *The European Economy between the Wars* (1997); M S Schulze (Ed), *Western Europe, Economic & Social Change*; B Eichengreen, *Globalizing Capital. A History of the International Monetary System*; M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan*; William Easterly, *The Elusive Quest for Growth* (2002). (A fuller reading list and class topics will be given out at the first meeting.)

Assessment: A three-hour written examination in the ST.

EH205

Towns, Society and Economy in England and Europe, 1450-1750

This information is for the 2004/05 session.

Teacher responsible: Professor S R Epstein, C415

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees as regulations permit.

Core syllabus: The course examines in outline the social and economic history of European towns between the mid-15th and the mid-18th centuries.

Content: Towns and economic development; the urban economy: manufactures, services and domestic and international trade; town-country relations, towns and rural industry; towns and the state; capital cities; urban hierarchies and networks; social structure and social mobility; standards of living; social conflict, crime and criminal repression; population structure; women, family and work; poverty and welfare; medicine and health; religion, education and literacy.

Teaching: Weekly lectures and classes (EH205). Classes are designed to discuss at greater depth topics covered in the lectures. Students are expected to prepare discussion papers for each class.

Written work: Students are expected to write three essays in the course of the year.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: S R Epstein, *Town and Country in Europe 1300-1800* (2001); C Friedrichs, *The Early Modern City, 1450-1750* (1995); P M Hohenberg & L H Lees, *The Making of Urban Europe, 1000-1950* (1985); J Goodman & K Honeyman, *Gainful Pursuits: The Making of Industrial Europe, 1600-1914* (1988); C M Cipolla (Ed), *The Fontana Economic History of Europe*, Vol 2 (1979); H A Miskimin, *The*

Economy of Later Renaissance Europe, 1460-1600 (1977); G C Clay, *Economic Expansion and Social Change: England, 1500-1700* (2 vols, 1984).

Assessment: A three-hour written examination in the ST.

EH210 Not available in 2004/05

Economic and Social History of Britain from 1830

This information is for the 2004/05 session.

Teacher responsible: Dr E H Hunt, C315

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees where regulations permit. This is a non-specialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Not available to General Course and Erasmus students.

Pre-requisites: Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics.

Core syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

Content: This outline course covers all of the more important topics in British economic and social history since about 1830 with some emphasis upon the reasons for Britain's economic pre-eminence up to the 1870s and the causes of economic decline since 1880.

Teaching: Classes (EH210.A) and lectures (EH210) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. For times of classes and lectures, and room numbers, see the posted timetables.

Written work: A minimum of four essays or written class papers is required.

Reading list: The course reading list is deposited in the Library and copies are available from Dr Hunt or C422. As in most history courses, students are not expected to read deeply upon every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. For this reason there is no 'minimal reading list' although the books and articles that are likely to be found especially useful are highlighted on the course reading list. These highlighted items should be found in the Teaching Library as well as the Main Library.

Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying. P Mathias, *The First Industrial Nation* (1983); D H Aldcroft, *The British Economy Between the Wars* (1983); E H Hunt, *British Labour History, 1815-1914* (1981); L J Williams, *Britain and the World Economy, 1919-70* (1971); M J Weiner, *English Culture and the Decline of the Industrial Spirit* (1981); P Johnson (Ed), *Twentieth Century Britain: Economic Social and Cultural Change* (1994); B Elbaum & W A Lazonick (Eds), *The Decline of the British Economy* (1985); A Digby, C Feinstein & D Jenkins, *New Directions in Economic and Social History*, 2 vols; N Crafts, *Britain's Relative Economic Decline, 1870-1995* (1997). The booklets by Alford, Collins, Gourvish, Milward, Musson, Payne, Roberts, Sanderson and Saul in the Macmillan *Studies in Economic and Social History* series.

Assessment: A three-hour written examination in the ST.

EH220

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

This information is for the 2004/05 session.

Teachers responsible: Dr Peter Howlett, C214 and Professor Janet Hunter, C414

Availability: This is a compulsory course for the BSc in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core syllabus: The course surveys the economic development of Russia, India and Japan over the last 150 years. The emphasis is comparative and the focus on particular problems of industrialisation in the pre-World War I, interwar and post-1945 years.

Content: Dynamism and constraints in pre-industrial economies; state policy and industrial take-off; peasant agriculture, agricultural performance and industrialisation; traditional and modern manufacturing; capital, labour and entrepreneurship; effect of war and military expenditure; industrialisation strategies, planning and the role of the state; institutions and institutional reform; technological capability; impact of the international economy; quality of life issues.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Written work: Students will be expected to produce four pieces of written work during the year and will also be expected to give class papers.

Reading list: No one book covers the whole syllabus and a detailed reading list will be supplied; the following texts are valuable for parts of the course: G C Allen, *A Short Economic History of Modern Japan* (repr 1991); V N Balasubramanian, *The Economy of India* (1984); N Charlesworth, *British Rule and the Indian Economy, 1800-1914* (1978); R W Davies, *Soviet Economic Development from Lenin to Krushchev* (1998);

P Francks, *Japanese Economic Development* (2nd edn, 1999); P Gatrell, *The Tsarist Economy 1850-1917* (1986); P Gregory & R C Stuart, *Soviet and Post-Soviet Economic Structure and Performance* (1994); D Rothermund, *Economic History of India* (1988).
Assessment: A three-hour written exam in the ST.

EH225

Latin America and the International Economy

This information is for the 2004/05 session.

Teacher responsible: Ms Ame Berges

Availability: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core syllabus: An examination of the societies and economies of Latin America from effective incorporation in the international economy in the late nineteenth century to the era of globalisation.

Content: The course assesses how Latin America has changed over the last hundred years or so. Causes and outcomes of 'engagement' with the world economy will be explored in the following broad themes: growth and structural change- the quest for development; the political economy of state formation and the politics of state action- from authoritarian regimes to democratic consolidation; society, poverty and progress- mobility and modernisation or violence and inequality; ideas and institutions.

Teaching: Parallel programme of weekly lectures (EH225) and classes (EH225A). MLS with weekly lecture data handouts and class discussion synopses.

Written work: Two essays and weekly 300-word synopses.

Reading list: C Abel & C M Lewis (Eds), *Latin America: Economic Imperialism and the State*; D Bushnell & N Macaulay, *The Emergence of Latin America in the Nineteenth Century*; S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies*; T Halperin Donghi *The Contemporary History of Latin America*; R Thorp, *Progress, Poverty and Exclusion*. For reference: L Bethell, *The Cambridge History of Latin America*, vols IV and VI.

Supplementary reading list: Detailed biographies will be distributed in connection with the lecture programme and a guide to journal articles provided for classes.

Assessment: A three-hour written examination in the ST.

EH236

The Integration of Europe's Economy, 1815-1990

This information is for the 2004/05 session.

Teacher responsible: Dr Jordi Domenech

Availability: This is an optional 2nd year course for Bachelor's degrees in Economic History and other degrees where regulations permit.

Pre-requisites: Knowledge of basic economic analysis at the level of an introductory university course and the ability to read a European language other than English would be advantageous.

Core syllabus: The course examines Europe's economic development and the processes of economic integration and disintegration from the early nineteenth century to the present. One of its aims is to introduce students to a variety of theoretical approaches to the European growth and integration experience and to assess the validity of alternative explanations.

Content: Issues covered include: I. Concepts of economic development and integration; the relationship between integration and growth. II. Integration and industrialisation in the 19th century: regional, national and international integration of goods and factor markets; the roles of transport, technological change, and technology transfer; multilateralism and the working of the gold standard; the post-1870 rise of neo-mercantilism; the industrialisation of the European periphery; the changing role of the state.

III. The disintegration of the European economy, 1914-1945: economic consequences of the war; growth in the 1920s; the Great Depression and the collapse of the international economy; the emergence of trading blocs; the European economy in the Second World War. IV. Re-integration of the European economy after 1945: the economic legacy of the war; reconstruction and modernisation; the role of the Marshall Plan; liberalisation, foreign trade, and payments; the impact of supra-national institutions: the ECSC and EU; attempts at monetary integration.

Comparative country case studies will be used to explore the development of national economies in their international context.

Teaching: Weekly one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Written work: Students are expected to write four essays during the course.

Reading list: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, *The Integration of the European Economy* (1997); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); D H Aldcroft & S P Ville (Eds), *The European Economy 1750-1914* (1994); N F R Crafts & G Toniolo (Eds), *Economic Growth in Europe since 1945* (1966); B Eichengreen, *Golden Fetters* (1992); C P Kindleberger, *The World in Depression* (1973); C P Kindleberger, *A Financial History of Western Europe* (1993); A S Milward, *War, Economy and Society* (1987); S

Pollard, *Peaceful Conquest. The Industrialisation of Europe, 1760-1970* (1986); M S Schulze (Ed), *Western Europe: Economic and Social Change since 1945* (1999); R Sylla & G Toniolo (Eds), *Patterns of European Industrialisation. The 19th Century* (1991); H van der Wee, *Prosperity and Upheaval. The World Economy 1945-1980* (1986).

Assessment: One three-hour written examination in the ST.

EH240

Business and Economic Performance since 1945: Britain in International Context

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Leunig, C322

Availability: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and diplomas as regulations permit. There are no pre-requisites for this course.

Core syllabus: This course looks at the history of British business and industry, with an emphasis on the post-war period.

Content: The course examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance, ranging from 'culture' through government policy to education and trade unions, are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition a revision session is offered in the ST.

Written work: During the course students are expected to write two essays and complete two timed mock exams, all of which will be marked.

Reading list: The course textbook is: Geoffrey Owen, *From Empire to Europe: The Decline and Revival of British Industry since the Second World War*. The following are also useful: R Floud & P Johnson (Eds), *The Cambridge Economic History of Modern Britain*, Vol III (3rd edn, 2004), chapters 3, 4, 5, 7, 10, 11, 12, 13 and 15; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M Dintenfass, *The Decline of Industrial Britain 1870-1980*; B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986); S N Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997).

Assessment: A three-hour written examination in the ST.

EH245

Foundations of the Industrial Economy

This information is for the 2004/05 session.

Teachers responsible: Dr Patrick Wallis and Dr E H Hunt, C315

Availability: This is a compulsory second-year course for students taking BSc degrees in Economic History, Economics and Economic History, Economic History with Economics, and Economics with Economic History. The course is not available to any other students.

Core syllabus: This course examines the process of industrialisation and economic growth in the 18th and 19th centuries through the study of the British economy in a comparative context.

Content: The course is both substantive and methodological in content. Separate elements of the growth process are examined in relation to the historiography of national economic development and in the light of alternative models of economic growth. The course explains how historians have assembled historical evidence to discriminate between alternative explanations of the way growth occurs. It also introduces students to some of the basic quantitative and qualitative techniques used by economic historians.

Teaching: 22 one-hour lectures (EH245) with supporting classes (EH245.A).

Written work: A minimum of four essays or written class papers is required.

Reading list: A detailed reading list is distributed at the beginning of the course; the books listed below provide a good introduction. N F R Crafts, *British Economic Growth during the Industrial Revolution* (1985); R Floud & D McCloskey, *The Economic History of Britain 1750-1980: Volume I The Industrial Revolution* (1993); P Hudson, *The Industrial Revolution* (1992).
Assessment: A three-hour written examination in the ST.

EH301

The Origins of the World Economy, 1450 - 1750

This information is for the 2004/05 session.

Teacher responsible: Professor S R Epstein, C415

Availability: Optional course for Bachelor's degree students in Economic History. Not available to General Course students.

Core syllabus: The course examines economic and social development in

Western and Eastern Europe and Asia from the late Middle Ages to the mid-18th century. Its purpose is to discuss comparatively the sources of long-term economic development and growth in the past.

Content: Survey of issues, theories and historiography; economic development in premodern Western Europe, population; agriculture; industry and protoindustry; urbanization; market integration and trade; technology; state structure, policy and political economy; taxation; technology, causes and consequences of west European overseas expansion; the emergence and nature of a 'world economy'. Comparison with east-central Europe, the Ottoman Empire, and Tokugawa Japan.

Teaching: Approximately 22 two-hour lectures and seminars.

Written work: Students are expected to write a number of essays based on background reading. A full list of lectures and seminar papers is distributed at the beginning of the course.

Reading list: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: D C North & R P Thomas, *The Rise of the Western World* (1973); E L Jones, *The European Miracle* (3rd edn, 2003); E L Jones, *Growth recurring, Economic change in world history* (2nd edn, 2000); S R Epstein, *Freedom and growth. The rise of states and markets in Europe 1300-1750* (2000); J De Vries, *The Economy of Europe in an age of crisis, 1600-1750* (1976); K Pomeranz, *The Great Divergence. China, Europe, and the making of the modern world economy* (2000).

Assessment: A 3,000 word assessed essay to be submitted during the year the course is taken counts for 30% of the final mark. A three-hour written examination counts for the remaining 70%.

EH302

Work, Class and Organization: British Labour from Industrialization to General Strike

This information is for the 2004/05 session.

Teacher responsible: Dr E H Hunt, C315

Availability: Optional course for third-year BSc degree students in Economic History. Well-qualified final year students from other departments may be admitted, space and timetable permitting and with the approval of their department and the course teacher. This course is not normally available to General Course students.

Core syllabus: The course covers the main aspects of British labour history between 1815 and 1926.

Content: The course content is determined mainly by the participants, who select particular aspects of labour history for seminar presentations and discussion. The examination, however, may include questions on any aspect of British labour history between 1815 and 1926.

Teaching: Approximately 22 weekly two-hour meetings.

Written work: Students are expected to submit at least four essays, one of which will be submitted for formal Assessment (see Assessment below).

Reading list: A detailed reading list is distributed at the beginning of the course. The following will provide an introduction: R Q Gray, *The Aristocracy of Labour in Nineteenth Century Britain* (1981); E J Hobsbawm, *Labouring Men* (1964); E J Hobsbawm, *Worlds of Labour* (1984); E H Hunt, *British Labour History, 1815-1914* (1981); A E Musson, *British Trade Unions, 1824-75* (1972); H M Pelling, *A History of British Trade Unionism* (1992); H M Pelling & A J Reid, *A Short History of the Labour Party* (1996); G A Phillips, *The General Strike* (1976); E P Thompson, *The Making of the English Working Class* (1963).

Assessment: An assessed essay of not more than 3,000 words to be handed in during the year the course is taken counts for 30% of the final mark. A written three-hour examination counts for the remaining 70%.

EH310 Not available in 2004/05

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870

This information is for the 2004/05 session.

For EH310 see EH326

EH315 Not available in 2004/05

Africa and the World Economy

This information is for the 2004/05 session.

Teacher responsible: Dr Gareth Austin, C319

Availability: This is an optional course for Bachelor's degree students in Economic History or Economics, as regulations permit. General Course students are not normally admitted, but exceptions may be made for those taking other economic history courses, space and timetable permitting.

Pre-requisites: There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history and that they are taking or have taken complementary courses such as: **Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy; or Development Economics.**

Core syllabus: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

Content: The general theoretical and historiographical debate about Africa's relative poverty, particularly in the context of Africa's historical relationships with the world economy.

Precolonial topics (after c1700): technology, environment and population; markets and economic behaviour in West, East and South Africa; the Atlantic slave trade; nineteenth-century transformations' slavery, gender and the social organisation of production and trade; economic foundations of states.

Colonial and post-colonial topics: economics of European colonisation; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; changing labour relations in South African gold mines and Nigerian farms; foreign private enterprise; economics of decolonisation; the 'Mau Mau' revolt in Kenya; the 'capitalism and apartheid' debate; food and famine' state intervention in post-colonial economies; emergence of African capitalism.

Teaching: Seminars EH315, weekly MT, LT, ST.

Written work: All students are required to produce at least three papers. Two of these will be circulated to the group; a third will be submitted for formal Assessment (see below under **Assessment**).

Reading list: A detailed list is provided at the beginning of the course. The following will provide an introduction: J Iliffe, *Africans: The History of a Continent* (1995) and *The Emergence of African Capitalism* (1983); R Austen, *African Economic History*; (1987); B Freund, *The Making of Contemporary Africa* (2nd edn, 1998); A Hopkins, *An Economic History of West Africa* (1973); R Bates, *Essays on the Political Economy of Rural Africa* (1983); A Hopkins, *An Economic History of West Africa* (1973); R Bates, *Essays on the Political Economy of Rural Africa* (1983); and the novel by Ngugi Wa Thiong'o', *Petals of Blood* (1977).

Assessment: An assessed essay counts for 30% of the marks. It must not be more than 3,000 words (excluding references) and has to be submitted, during the year the course is taken, by a date to be specified. The remaining 70% of the marks are determined by a three-hour written paper in the ST.

EH320 Not available in 2004/05

The World Economic Crisis, 1919-1945

This information is for the 2004/05 session.

Teacher responsible: Mr D E Baines, C414

Availability: An optional course for 3rd year BSc students in Economic History or Economics as regulations permit.

Pre-requisites: There are no formal pre-requisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable. Not available to General Course students.

Core syllabus: The course examines the growth and breakdown of the international economy in the period. It compares the incidence of the depression of the early 1930s, and the recovery from it, in about ten countries (to include both industrial and non-industrial economies). The course also examines the effects of the Second World War and the development of war economies.

Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929-31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, USA, Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, USA, Germany and the USSR. Economic warfare and its effectiveness.

Teaching: 24 seminars of two hours each in the MT, LT and ST. Written essays are circulated in advance.

Written work: All students are expected to produce at least THREE presentations or essays.

Reading list: A detailed reading list and list of seminars is handed out at the beginning of the course. Some important books are: C P Kindleberger, *A Financial History of Western Europe* (1984); C P Kindleberger, *The World in Depression* (1973); A Milward, *War, Economy and Society, 1939-45* (1977); B Eichengreen & T Hatton (Eds), *Inter-war Unemployment in International Perspective* (1988); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1993); P Clarke, *The Keynesian Revolution in the Making* (1988); M Bordo, C Goldin & E White, *The defining moment. The Great Depression and the American Economy in the Twentieth Century* (1998); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); I Brown (Ed), *The Economies of Africa and Asia in the Inter-War Depression* (1989).

Assessment: An assessed course work element to be handed in during the year the course is taken counts for 30% of the final mark, and a three-hour written examination in the ST counts for the remaining 70%.

EH325 Not available in 2004/05

Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth

This information is for the 2004/05 session.

Teachers responsible: Professor Janet Hunter, C414

Availability: This is an optional course for Bachelor's degrees in Economic History. This course is not normally available to General Course students.

Pre-requisites: Students will normally be expected to have taken **Comparative Economic Development: Russia, India, Japan** (EH220) in the 2nd year.

Core syllabus: The course examines particular aspects of Japanese economic history since the mid-19th century, making some use of statistical and English language primary sources. It also considers broader debates on the pattern of modern Japanese development. Emphasis is on critical interpretation and source evaluation.

Content: The course starts with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration focuses on the legacy of pre-industrial growth; agricultural society and agricultural policy; the growth of manufacturing; demographic trends and resource shortages; Japanese formal and informal empire; the Pacific War and the Occupation of Japan; labour market development and labour relations; trade; infra-structural development; Japanese economic debates.

Teaching: 22 weekly seminars (EH325) of two hours each. Students are expected to do prior reading and to make presentations on a regular basis.

Written work: A minimum of three essays or equivalent pieces of written work.

Reading list: A detailed reading/seminar list is handed out at the beginning of the course, but the texts listed below provide a background: A Gordon, *A Modern History of Japan* (2003); *Cambridge History of Japan* (Vols 5 & 6, 1989); D Flath, *The Japanese Economy* (2000); P Francks, *Japanese Economic Development* (2nd edn, 1999); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), *Industrialisation: Critical Perspectives on the World Economy* (1998); M B Jansen & G Rozman, *Japan in Transition, from Tokugawa to Meiji* (1986); Y Murakami & H T Patrick, *The Political Economy of Japan* (3 vols, 1987-1992).

Assessment: One 2,500 word piece of assessed work to be handed in during the year the course is taken counts for 30% of the final marks. A three-hour unseen examination in the ST counts for the remaining 70%.

EH326

Innovation and Finance in the 19th and 20th Centuries This information is for the 2004/05 session.

Teacher responsible: Dr Tom Nicholas

Availability: Optional 3rd year course for BSc degrees in Economic History and joint degrees with Economics where regulations permit. In exceptional circumstances, other students (with a previous course in economic history) may be admitted with the consent of the course teacher. This course is not normally available to General Course students.

Core syllabus: The course explores the relationship between finance and innovation in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage investment and technology adoption.

Content: Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed economies around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern Europe and the United States.

Particular attention focuses on links between finance and innovation: finance is a fundamental input for almost every type of productive activity. The course will explore issues such as the links between financial development and growth (how was 'financial capitalism' in the United States in the pre-1914 period different from 'universal banking' in Germany? why did other countries such as Russia remain relatively backward?), the relationship between market size and structure and technological progress (why were there 274 manufacturers of tyres in the U.S. in 1922 but only 49 by 1936?), the extent to which innovation caused stock market booms and busts (what are the similarities between the Great Crash of 1929 and the 1990s internet bubble?), how firms developed the capabilities to profit from new technologies (why were large firms more common in the United States than in Britain and France during the early twentieth century?). A critical question will be how policy makes attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes relating to anti-trust policy, corporate governance, intellectual property rights and the regulation of finance and technology more broadly.

Teaching: 22 weekly two-hour seminars, MT, LT, ST.

Written work: All students are expected to produce three essays (in addition to the 'assessed essay', see Assessment, below).

Reading list: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course.

William Baumol, *The Free-Market Innovation Machine: Analyzing the Growth Miracle of Capitalism*, Princeton University Press (2002); Alexander Gerschenkron, *Economic Backwardness in Historical Perspective*, Harvard University Press (1962); Naomi Lamoreaux & Ken Sokoloff, *The Financing of Innovation in Historical Perspective* (forthcoming MIT Press); Joel Mokyr,

The Gifts of Athena: Historical Origins of the Knowledge Economy, Princeton University Press (2002); Richard Nelson & Sidney Winter, *An Evolutionary Theory of Economic Change*, MIT Press (1982); Raghuram Rajan & Luigi Zingales 'Financial Dependence and Growth', *American Economic Review*, Vol 88, pp 559-586 (1998); Nathan Rosenberg, *Inside the Black Box: Technology and Economics*, Cambridge University Press (1982).

Assessment: An assessed essay of approximately 3,000 words in length, to be submitted, during the year the course is taken counts for 30% of the final mark. A three-hour written examination in the ST counts for the remaining 70%.

EH327

China's Traditional Economy and its Growth in the Very Long-Term

This information is for the 2004/05 session.

Teacher responsible: Dr Kent Deng, C413

Availability: Optional course for the third-year students in Bachelor's degrees in Economic History, as regulations permit. General Course students are not normally admitted.

Core syllabus: The course explores main aspects China's economic growth in the very long term from c. 1000 AD to 1800.

Content: The course begins with a survey of general models/themes in Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic policies; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.

Teaching: 22 lecture-seminars of two-hours each in the MT, LT and ST. Students are expected to do prior reading and to make presentations on a regular basis.

Written work: Students are required to write three essays, maximum 3,000 words each, during the course. Two of the essays are to be circulated in the class; a third is to be submitted for formal assessment.

Preliminary reading list: A full reading list and course outline are distributed at the beginning of the course. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', *Economic History Review* (2000); J K Fairbank, *Chinese Thought and Institutions* (1957); M Elvin, *The Pattern of the Chinese Past* (1973); C A Ronan, *The Shorter Science and Civilisation in China* (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', *Economic Development and Cultural Change* (1995); G W Skinner, *The City in Late Imperial China* (1977); J Lee & F Wang, *One Quarter of Humanity* (1999); K Pomeranz, *The Great Divergence, Europe, China and The Making of the Modern World Economy* (2000); A Watson, *Economic Reform and Social Change in China* (1992); R B Wong, *China Transformed* (1997).

Assessment: An assessed essay of 3,000 words (all inclusive) in length, to be submitted during the course by the given deadline, counts for 30% of the final mark. A three-hour written examination in the ST counts for the remaining 70%.

EH390

Long Essay in Social or Economic History This information is for the 2004/05 session.

Teachers responsible: Dr Peter Howlett, C214 and all members of the Economic History Department

Availability: This course is compulsory for all Bachelor's degrees in the Department of Economic History.

Core syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen.

Selection of title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of the title should be given to the Departmental Administrator (C419) before the end of the MT in the final year.

Arrangements for supervision: There are compulsory discussion classes (EH390) in the MT to help you choose a subject. There is a limit to the amount of help that your tutor and class-teacher can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

Assessment: The Essay must not exceed 10,000 words in length. After being marked, the Essay will not be returned to the candidate.

EU300

Report on a subject within the field of Russian Studies This information is for the 2004/05 session.

Availability: BSc Russian Studies.

Core syllabus: There is no formal syllabus.

Content: The Report may be on any topic within the area of Russian

Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where necessary, by a specialist in the field relative to the topic. The tutor must normally be satisfied that the student has special reasons, and/or qualifications for substituting the Report for paper 6(a), that there is an adequate body of relevant literature and source material available and that the topic is of manageable proportions.

Teaching: There are no formal Teaching arrangements but tutors will advise students on scope, topic and relevant reading as well as on general approaches. Tutors are not permitted to read or comment on drafts of the Report.

Written work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the Student Services Center by 1st May of the student's final year but work and supervision for the topic is expected to begin in the first term of the student's third year. Students are advised to retain a copy of their Report for their own reference.

GV100

Introduction to Political Theory

This information is for the 2004/05 session.

Availability: Compulsory course for Bachelor's degrees in Government and as an outside option.

Core syllabus: An introduction to some of the major western political theorists. This course is divided into two parts:

A. The Foundations of Western Political Thought (MT)

B. Modern Political Theory (LT)

Teacher responsible (A): Professor Janet Coleman, L204

Content (A): A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning human nature, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli.

Teaching (A): There will be 10 weekly lectures in MT and eight weekly one-hour classes. One revision lecture in ST.

Written work (A): Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Reading list (A): Plato, *The Apology and Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

Teacher responsible (B): Professor Paul Kelly (L210)

Content (B): A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J S Mill, Marx and Rawls.

Teaching (B): 10 weekly lectures and 10 weekly one-hour classes. One revision lecture in ST.

Written work (B): Students are required to write two essays.

Reading list (B): Hobbes, *Leviathan*; Locke, *2nd Treatise of Government*; Rousseau, *Discourse on the Origins of Inequality and The Social Contract*; J S Mill, *Utilitarianism and On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Rawls, *A Theory of Justice*.

Assessment: One three-hour examination in the ST. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond.

GV101

Introduction to Political Science

This information is for the 2004/05 session.

Teachers responsible: Dr Bill Kissane and others

Availability: This course is compulsory for students in Bachelors' degrees in Government and as an outside option.

Core syllabus: The course is an introduction to the main topics of Comparative Politics within a British politics setting. The first part of the course deals largely with British politics, while the second brings in comparative aspects.

Content: The main topics covered are political institutions, the state, the Westminster model, Britain and the EU, monarchical government, Presidentialism and parliamentarism, comparative electoral systems, civil society, federalism and judicial review.

Teaching: Twenty lectures will be given, ten in MT and ten in the LT. There will be twenty classes, each of one-hour.

Reading list: A Lijphart, *Patterns of Democracy*.

Written work: Students are expected to write four essays.

Assessment: The course will be examined with a three-hour paper in the ST.

GV223 Not available in 2004/05

Democracy and Democratisation

This information is for the 2004/05 session.

For GV223 see GV310

GV225

Public Choice and Politics

This information is for the 2004/05 session.

Teachers responsible: Professor K Dowding, K206, Dr V Larcinese, L300 and Dr T Dewan, L310

Availability: Compulsory course for Government/Economics Bachelor degree, optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 **Introduction to the Study of Politics**, or equivalent, in a previous year.

An introductory knowledge of economics would be useful.

Core syllabus: This course is concerned with public choice theory as it applies to the study of political conflicts, political issues, political institutions and policy analysis. The course covers the main topics in public choice from theoretical, social choice theory and game theory, to the empirical, the study of institutional public choice.

Content: This course will cover the main topics in institutional public choice including electoral competition and voting behaviour; the problems of and solutions to collective action; the theory of coalitions, and the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems; models of bureaucracy; public choice accounts of decentralized government and central-local relations; voting paradoxes and cycles; and simple game theory.

Teaching: Twenty weekly one-hour lectures (GV225) in the MT and LT and twenty weekly one-hour classes (GV225) eight in the MT, 10 in the LT and two in the ST. Three lectures in ST (revision).

Basic reading list:

Text Books: P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice III*; K A Shepsle & M S Bonchek, *Analyzing Politics*; George Tsebelis *Veto Players*.

Major Works: A Downs, *An Economic Theory of Democracy*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*.

Assessment: The course will be assessed in two ways:

(i) One quarter (25%) of the overall mark will be assessed by a long essay of up to 5,000 words. The essay must apply some aspect of public choice theory to the analysis of a political or social problem. Students must devise a question and secure approval of their topic from the course teachers by Week one of LT. The essay must be submitted by Week one of the ST.

(ii) Three quarters (75%) of the overall mark will be assessed by one three-hour unseen written examination in the ST. The exam will have two parts. Part A is a compulsory question, Part B, candidates will answer two essay questions from 12 posed.

GV227

The Politics of Economic Policy

This information is for the 2004/05 session.

Teachers responsible: Dr Torun Dewan, L310, Dr Cheryl Schonhardt-Bailey, L105 (on leave 2004-2005) and Dr Mark Thatcher, K305

Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit and General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 **Introduction to Political Science** or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core syllabus: The aim of this course is to look at the political science literature which tries to explain major reversals in public policy, and to apply that literature to major cases of economic policy reversal (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, economic interests and institutions. The material for the course is drawn mainly from the comparative literature on the politics of economic policy-making in the developed countries, and in all cases the aim is to assess rival interpretations of policy dynamics.

Content: Course topics will include the study of policy dynamics and political science explanations of policy reversals; including the political economy of European Monetary Union; the political economy of central bank independence; the political economy of trade policy; and the political economy of tax policy.

Teaching: 14 one-hour lectures/research sessions (GV227), six workshops (GV227) and 20 one-hour classes (GV227.A) in MT and LT.

Reading: K McNamara, *Monetary Politics in the European Union*; C Schonhardt-Bailey, *The Rise of Free Trade*; A El-Agraa, *The European Union: History, Institutions, Economics and Politics*; A

Blinder, *Central Banking in Theory and Practice*; J Frieden & B Eichengreen, *The Political Economy of European Monetary Unification*; F McGillivray, *International Trade and Political Institutions*; M Thatcher & A Stone Sweet, *The Politics of Delegation*; C Hood, *Explaining Economic Policy Reversals*; V Wright (Ed), *Privatisation in Western Europe*.

Assessment: The course is examined by a two-hour unseen written paper in the ST. Candidates must also submit one essay for Assessment by the beginning of May. In the overall Assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV234 Not available in 2004/05
Theories and Problems of Nationalism
This information is for the 2004/05 session.
For GV234 see GV350

GV244 Not available in 2004/05
Government, Politics and Public Policy in the European Union
This information is for the 2004/05 session.
For GV244 see GV351

GV246 Not available in 2004/05
Government and Politics in Eastern Europe
This information is for the 2004/05 session.
For GV246 see GV352

GV262
Concepts in Political Theory
This information is for the 2004/05 session.
Teachers responsible: Dr Cécile Fabre and Dr Christian List
Availability: A compulsory course for second year government students, optional course for BSc International Relations and BSc Environmental Policy and prerequisite for students wishing to take either of the third year options in Political Theory.
Pre-requisites: Introduction to Political Theory or equivalent.
Core syllabus: This course provides an advanced introduction to political thought. In the first term, key political concepts such as State, Legitimacy, Democracy, Freedom, Equality and Utility are examined; in the second term, the course assesses modern liberalism and its critics.
Content: This course provides an introductory survey of analytic, normative and critical political theory through a discussion of a number of key concepts. The course will cover concepts such as State, Politics, Power, Legitimacy, Democracy Freedom, Equality, Liberalism, Gender and Identity. In the course of the year students will be introduced to such major contemporary theorists in the field as Berlin, Rawls, Nozick, Sandel, Walzer and Okin. This course will provide students with a good grounding in the methods and substantive concerns of contemporary political theory as well as familiarity with the works of major thinkers in the field.
Reading list: J Rawls, *A Theory of Justice*; I Berlin, *Four Essays on Liberty*; W Kymlicka, *Contemporary Political Philosophy*; S Moller Okin, *Justice, Gender and the Family*; T Christiano (Ed), *Philosophy and Democracy*; A Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*; P Pettit, *Republicanism*.
Assessment: There will be a three-hour unseen examination in the ST.

GV263
Public Policy Analysis
This information is for the 2004/05 session.
Teacher responsible: Professor E Page, L203 and Dr Martin Lodge, L309
Availability: Optional course for bachelor's degrees in Government and BSc Environmental Policy with Economics. Also available to students on other degrees where regulations permit.
Pre-requisites: Introduction to the Study of Politics or equivalent.
Core syllabus: A systematic examination of the policy process in the context of developed nations.
Content: The course will be organised on the basis of examining the policy cycle which affords a logical, almost chronological, means of dividing up the wealth of material published on policy analysis. It will start with introductory sessions on the nature and role of policy analysis and the concept of the policy cycle as well as an overview of the tools government can use to shape policy. It will go on to analyse issues connected with agenda setting including policy forecasting, the stimuli to government action (or deliberation), how problems reach the political agenda, at what level within government organisations issues are handled and how they are defined. When moving to the analysis of decision making students will examine not only the more abstract concepts of "rationality", "bounded rationality", "incrementalism" and "mixed scanning" but also theories covering the impact of major institutional actors including networks of interest groups and policy specialists, the role of judicial and legislative actors. Towards the end of the course students

will address issues of implementation and evaluation and cover material examining the conditions under which "perfect administration" may be considered to exist and the limitations to perfect administration in the real world. This section will include an analysis of the implementation literature widely conceived, to include material on street-level bureaucracy, operating ideologies and bureaucratic decision rules. It will go on to look at techniques of evaluation and the uses made of them. The course will conclude with sessions reflecting on the problems of contemporary policy analysis and proposals for reform.

Teaching: 23 weekly lectures and 11 fortnightly classes.
Reading list: M Hill, *The Policy Process in the Modern State*, (3rd edn), Prentice Hall, New York, 1997; Brian W Hogwood & A Lewis Gunn, *Policy analysis for the real world*, Oxford University Press, 1984; Christopher Hood, *The limits of administration*, Wiley, 1976; Peter John, *Analysing Public Policy*, Pinter, 1998; Bryan D Jones, *Reconceiving decision-making in democratic politics: attention, choice, and public policy*, University of Chicago Press, 1994; John W Kingdon, *Agendas, alternatives and public policies* (2nd edn), HarperCollins, New York 1995; Jeffrey L Pressman & Aaron Wildavsky, *Implementation* (3rd edn), University of California Press, 1984; R Rose, *Lesson Drawing in Public Policy*, Chatham House, 1993; Carol H Weiss, *Evaluation: methods for studying programs and policies* (2nd edn), Prentice Hall, 1998.
Assessment: By Summer term examination (75%) and Michaelmas term essay (25%).

GV264
Politics and Institutions in Europe
This information is for the 2004/05 session.
Teacher responsible: Mr John Madeley, K304
Availability: For Government, International Relations and General Course students. Optional course for BSc Environmental Policy with Economics
Pre-requisites: Introduction to Political Science or equivalent.
Core syllabus: The course is structured around the central theme of stability in European liberal democracy. It analyses the social and political preconditions for the rise and consolidation of liberal democracy, as experienced in Europe since the early modern period and contemporaneously, the nature of liberal societies and state-society relations; and the institutional architecture of the liberal democratic state in Europe as it has developed and is developing.
Content: Course topics will include: The origins of the modern state in Europe; the liberalisation and democratisation of the state; historic and contemporary challenges to liberal democracy from left, centre and right; social cleavages, parties and party systems; mass electoral behaviour; electoral systems and their consequences; coalition-formation and maintenance; state traditions affecting the role of the bureaucracy and the judiciary; patterns of policy-making; the challenge from below: especially from varieties of regionalism; and the challenge from above: democratic nation-states in the context of supranational integration.
Teaching: 20 weekly one-hour lectures in MT and LT and 22 classes (MT:10; LT:10; ST:two).
Reading: I Budge et al, *The Politics of the New Europe* (1997); J M Colomer (Ed), *Political Institutions in Europe* (1996); M Gallagher et al, *Representative Government in Modern Europe* (3rd edn) (2001); J Hayward & E Page (Eds), *Governing the New Europe* (1994); S Hix, *The Political System of the European Union* (1999); J-E Lane & S O Ersson, *Politics and Society in Western Europe* (1999); A Lijphart, *Patterns of Democracy* (1999); Y Mény & A Knapp *Government and Politics in Western Europe* (1998); M Rhodes et al (Eds), *Developments in West European Politics* (1997); G Sartori, *Comparative Constitutional Engineering* (1997).
Assessment: The course will be assessed entirely by means of a three-hour unseen written paper in the ST.

GV265
States, Nations and Empires
This information is for the 2004/05 session.
Teachers responsible: Dr Erik Ringmar, K309, Professor Dominic Lieven, K208, Professor John Breuilly and Dr Mathias Koenig-Archibugi
Availability: Optional course for second-year Government and BSc Environmental Policy with Economics students, third-year International Relations and for General Course students. Also available to students on other degrees where regulations permit.
Pre-requisites: Introduction to Political Science or equivalent.
Core syllabus: The course is a study of the historical development of various types of states and empires, both inside and outside Europe, of the ideas and institutions that underlay them, and the challenges they faced. Particular attention will be paid to the development of nationalism and the relationship between states, nations and empires.
Content: Factors of power over the millennia; state systems, finance and warfare; European maritime empire; comparative Asiatic empire; revolution; the rise of the nation and the origins of nationalism; empire and nationalism; peripheral Europe; dilemmas of modernisation in the

Second World; nations and nationalism in a non-European setting; supra-national politics in the contemporary world.
Teaching: 20 weekly lectures in the MT and LT and 20 one-hour classes in the MT and LT, plus one revision session in the ST.
Reading list: S E Finer, *The History of Government* (3 vols); M Mann, *The Sources of Social Power* (2 vols); D Lieven, *Empire*; T Ertman, *Birth of the Leviathan*; B Carruthers, *City of Capital*; M Raeff, *The Well-Ordered Police State*; J Spence, *In Search For Modern China*; J Breuilly, *Nationalism and the State*; A Smith, *The Ethnic Origins of Nations*.
Assessment: There will be a three-hour examination in the ST (100%).

GV302
Key Themes in the History of Political Thought
This information is for the 2004/05 session.
Teachers responsible: Professor Rodney Barker, Professor Janet Coleman, Dr Cécile Fabre and Dr Paul Kelly
Availability: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit. General Course students with permission.
Pre-requisites: Students will normally be expected to have taken Introduction to Political Science, Introduction to Political Theory or equivalent, in a previous year. An introductory knowledge of economics would be useful.
Core syllabus: A thematic study of political thought in Ancient, Medieval/Renaissance and Modern periods.
Content: This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, medieval, renaissance, early modern and modern periods. The aim is to demonstrate, and explain, some of the continuities and discontinuities in ethical and political problems and their solutions over time and changing context. Examples of such themes: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; on the sources of public authority and the nature of legitimate sovereignty; on the relation of property ownership to personal identity and to participation in collective governance, the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic etc; on the role of religion in politics; the changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; contractarianism; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.

The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer.
Teaching: 20 weekly lectures and 20 weekly classes.
Reading list: J Coleman, *A History of Political Thought from Ancient Greece to Early Christianity and A History of Political Thought from the Middle Ages to the Renaissance*; I Hampsher-Monk, *A History of Modern Political Thought*; R Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*.
Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, *Republic*; Aristotle, *Politics*; Augustine, *The City of God*; selected writings by Aquinas and William of Ockham; Marsilius of Padua, *Defender of Peace*; Machiavelli, *The Prince*, *Discourses*; Hobbes, *Leviathan*; Locke, *Two Treatises of Government*; Rousseau, *Social Contract and Discourse on Inequality*; Kant, *Groundwork of the Metaphysic of Morals*, *The Metaphysic of Morals*; G W F Hegel, *The Philosophy of Right*; Hume, *Treatise of Human Nature*; Bentham, *An Introduction to the Principles of Morals and Legislation*; J S Mill, *Utilitarianism On Liberty*; Hobhouse, *Liberalism*; Shaw *Fabian Essays in Socialism*; Spencer *The Man versus the State*.
A full reading list will be handed out at the beginning of the year.
Assessment: One three-hour paper will be taken in the ST. Four questions will be answered.

GV310
Democracy and Democratisation
This information is for the 2004/05 session.
Teacher responsible: Dr Francisco Panizza, L201 and others
Availability: Third year students in Government. Also available to students on other degrees where regulations permit, General Course students, with permission.
Pre-requisites: Introduction to Political Science GV101.
Core syllabus: The course is concerned with democratic transformations and theories of democratic transformation. It focuses on several different parts of the world including Europe, Latin America, Asia, and the former Soviet Union. It analyses processes of transition to democracy in historical context and also analyses relations between democracy, democratisation

and economic reform.
Content: Capitalism and democracy, democracy and development, globalisation and democracy, the politics of transition to democracy, democracy and political institutions, and case studies of democracy and development in Europe, Asia, Latin America, and the former Soviet Union.
Teaching: 20 lectures and weekly classes plus two revision classes in the ST.
Written work: Two essays are required, one in each term.
Reading list: A Lijphart, *Democracies*; A Przeworski, *Democracy and the Market*; R Dahl, *Democracy and its Critics*; D Rueschemeyer et al, *Capitalists Development and Democracy*.
Assessment: There will be a three-hour unseen examination in the ST.

GV314
Empirical Research in Government
This information is for the 2004/05 session.
Teacher responsible: Professor E C Page, L203
Availability: Optional course for Government/Economics Bachelor degree, optional course for Bachelor's degrees in Government.
Core syllabus: The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year.
Content: The focus of the course will be the practical research project. Details of the research project will be made available at the time students make their course choices. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and SPSS.
Teaching: 22 weekly two-hour classes. Students will be expected to participate in the empirical research project outside class time. This will include tasks such as interviewing respondents, drawing up a questionnaire and coding.
Basic reading list: J B Manheim, *Research Methods in Political Science*, 5th edn; Corbetta Piergiorgio, *Social research: theory, methods and techniques*, (2003); Tim May, *Social research: issues, methods and process*, 3rd edn, (2001); Claus Moser & Graham Kalton, *Survey methods in social*, 2nd edn, (1985); Melanie Mauthner et al (Ed), *Ethics in qualitative research*, (2002).
Assessment: The course will be assessed in three ways:
(i) One quarter (25%) of the overall mark will be assessed by an essay of up to 2,500 words (due beginning of the LT).
(ii) One quarter (25%) of the overall mark will be assessed by each student writing up a report on part of the practical research project. A system of peer review will make it possible to gain (but not lose) marks through active and effective participation in the research project (due in the ST).
(iii) One half (50%) of the overall mark will be assessed by one two-hour unseen written examination in the ST.

GV350
Theories and Problems of Nationalism
This information is for the 2004/05 session.
Teachers responsible: Professor John Breuilly, Dr John Hutchinson and Dr Dominique Jacquin-Berdal
Availability: Optional course for Bachelor's degrees in Government, Sociology and International Relations. Also available to students on other degrees where regulations permit and General Course students.
Pre-requisites: Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History. Government students should have completed GV101 Introduction to Political Science.
Core syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.
Content: The aspects considered cover three main areas:
1. Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; primordialism and ethnicity, globalisation and nationalism.
2. Relations between nationalism and politics, especially in Europe and the Soviet Union; democracy, ethnicity and citizenship.
3. Nationalism and the international system, including problems of sovereignty, secession and self-determination; racism and nationalism.
Teaching: 20 Lectures GV350 (MT, LT) given by Professor John Breuilly, Dr John Hutchinson and Dr Dominique Jacquin-Berdal.
These are supported by weekly classes GV350 following the lectures with revision classes in the ST.
Reading list: E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner,

Nations and Nationalism, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; B Anderson, *Imagined Communities*, Verso Books, 1983; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuilly, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Modern Nationalism*, Fontana, 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge, 1998; M Hechter, *Containing Nationalism*, Oxford University Press 2000.

Assessment: A three-hour unseen written examination in the ST with three questions to be answered.

GV351

Government, Politics and Public Policy in the European Union

This information is for the 2004/05 session.

Teachers responsible: Dr M Bruter, L107, Professor S Hix, L305 (on leave) and Dr E Thielemann, L102

Pre-requisites: Pre-requisite: GV101 Introduction to Political Science, or equivalent.

Core syllabus: The institutional framework of political competition, representation and institution-building; theories of the Union as a political system, theories of policy-making in the EU, specific policy areas, the impact of the single market.

Content: The course is divided into two parts: (i) *Government and Politics:* the EU as a political system, the Council, the Commission and the Parliament in the policy process, Court of Justice and judicial politics, public opinion and elections, EU party system and parties; (ii) *Public Policy:* interest representation, administration and policy implementation, single market, social and environmental policies, cohesion policies, CAP, EMU, free movement and interior affairs, implications of enlargement.

Reading list: S Hix, *The Political System of the European Union*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*; D Dinan, *Ever Closer Union? An Introduction to the European Union*.

Teaching: 20 weekly lectures (GV244) in MT and LT and 20 weekly classes (GV244.A) in the MT and LT. One revision lecture in the ST.

Written work: Two essays per term; students preparedness for the examinations will depend on this written work and on private reading.

Assessment: A three-hour unseen written examination held in the ST.

GV352

Government and Politics in Eastern Europe

This information is for the 2004/05 session.

Teacher responsible: Dr V Dimitrov, L303

Availability: Optional course for Bachelor's degrees in Government.

Pre-requisites: Students will normally be expected to have taken GV101 Introduction to Political Science, or equivalent, in a previous year.

Core syllabus: The course focuses on the rise and fall of the Communist political system, the structures of post-communism, the impact of nationalism and integration with the European Union and NATO.

Content: The course covers Poland, Hungary, the Czech Republic, Slovakia, Romania, Bulgaria, Albania, Yugoslavia and its successors, and East Germany.

The main topics are: the political traditions of Eastern Europe; the imposition of Stalinism; the failure of reforms; the decay and collapse of the Communist system; the establishment of a new constitutional framework; parties and representation; the political implications of economic transition; the impact of nationalism; integration with the European Union and the Western security structures. The course concludes with a brief overview of the problems of democratic transition in Eastern Europe in comparative perspective.

Teaching: 20 one-hour lectures (GV352) and 20 one-hour classes (GV352.A) in the MT, LT and ST.

Written work: Each student will be required to prepare four essays during the academic year.

Reading list: R Crampton, *Eastern Europe in the Twentieth Century* (2nd edn), 1997; F Fejtó, *A History of the People's Democracies*; A Przeworski, *Democracy and the Market*; J Rothschild, *Return to Diversity* (3rd edn), 2000; G Schopflin, *Politics in Eastern Europe*; K Smith, *The Making of EU Foreign Policy: The Case of Eastern Europe*; P van Ham, *The European Community, Eastern Europe and European Unity*; S White, J Batt & P Lewis (Eds), *Developments in Central and East European Politics* 3, 2003; S Whitefield, *The New Institutional Architecture of Eastern Europe*.

Assessment: Three-hour unseen written examination held in the ST.

GV390 Not available in 2004/05

Government Essay Option

This information is for the 2004/05 session.

Teacher responsible: Departmental Tutor.

Availability: Optional for BSc Government students, may be taken only in the third year.

Core syllabus: An essay not more than 10,000 words on a topic to be approved by the candidate's teachers. The topic should be chosen within the field covered by the degree course and normally should be focussed on an area of study drawn from a third year Government course. Students in BSc Government and Economics and BSc Government and History may be permitted in exceptional circumstances to submit an essay option if they are taking a substantial number of Government papers. A BSc Government and History student cannot choose both HY300 and GV390.

Selection of Topic: Candidates should approach their tutor during the Lent Term of their second year to discuss the possibility of a proposed essay topic. Students will be expected to choose the normal four courses for study and continue with them until the essay topic is confirmed. Supervision will be provided by the tutor or other appropriate teacher in the Department. Students must submit a final title to the Departmental Tutor for approval by the fourth week of the third year. Before giving approval the Departmental Tutor will ensure that adequate arrangements have been made for the supervision of the topic. If the topic does not prove to be viable or feasible then the student is required to complete the course work in the relevant subject and sit the examination.

Teaching: Tutors or supervisors can be expected to offer advice on reading, guidance on the organisation of the essay, and will read a draft outline of up to 1,000 words. Tutors or other teachers will not be able to read a final draft of the whole essay or any part of it. The number of individual meetings with the students will be strictly limited. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay.

Assessment: The completed 10,000 word essay must be submitted to the appropriate LSE Office by the Second Week of the Summer Term. The examiners may determine that the candidate should be called for an oral examination.

GY100

Environment, Economy and Society

This information is for the 2004/05 session.

Teacher responsible: To be announced, with contributions from Dr G Atkinson, S412, Professor P Cheshire, S405, Dr D Perrons, B505 and others to be announced

Availability: Available to all students.

Core syllabus: An introduction to contemporary environmental, economic and social issues from a global perspective. The environmental sustainability of the planet and economic and social processes leading to differential development at different spatial scales. Globalisation and social change.

Content: *Environment:* Natural and environmental resources: physical and economic scarcity. The limits to growth debate and sustainable development. Current issues in national and international environmental policies. *Economy:* The changing location of economic activity, inequalities within and between cities and regions. The formation and future of cities, their internal spatial structures and urban policy. *Society:* Unequal integration in the global economy, changing composition and distribution of employment. Global cities and social polarisation. Geographies of empire and representations of the developing world.

Teaching: Lectures: GY100 twice weekly MT, LT. Classes weekly MT, LT. Two classes ST.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Reading list: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. H Armstrong & J Taylor, *Regional Economics and Policy*, 1999; P Balchin, *Urban economics: a global perspective*, 2000; P Dicken, *Global Shift* (4th edn), 2003; W E Oates (Ed), *RFF Reader in Environmental Management*, 1999; D Perrons, *Globalization and social change: people and places in a divided world*, 2004.

Assessment: A formal three-hour unseen examination (100%).

GY103

Contemporary Europe

This information is for the 2004/05 session.

Teacher responsible: Dr A Rodriguez-Pose, S506

Availability: Optional first year course for Geography and Environment students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: An introduction to society, economy and polity of contemporary Europe.

Content: The main focus is upon the economic, social and political challenges the EU as a whole, and individual nation states within Europe are facing. These include the issues of competitiveness, integration, cohesion, ageing, migration, employment trends and social polarization

and the emergence of regionalism and nationalism. Examples are mainly drawn from members of the EU, although one section of the course focuses on transformation in Central and Eastern Europe. Particular stress is laid upon the geographical constitution of these themes, including regional issues.

Teaching: 40 hours of Lectures, one-hour Classes weekly in MT and LT.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Reading list: P Cheshire & D G Hay, *Urban Problems in Western Europe*, 1989; J Cole & F Cole, *A Geography of the European Union*, 1997; A M El-Agraa, *The European Union: Economics and Policies*, 2000; R Hudson, *Divided Europe: Society and Territory*, 1998; A Rodriguez-Pose, *The European Union: Economy, Society and Polity*, 2002; L Rodwin & H Sazanami, *Industrial Change and Regional Transformation: the Case of Western Europe*, 1991; D Turnock, *East Central Europe and the Former Soviet Union: Environment and Society*, 2000.

Assessment: A formal three-hour unseen examination paper (100%).

GY120

The Natural Environment

This information is for the 2004/05 session.

Teacher responsible: Professor D K C Jones, S417

Availability: Available to students on BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Environmental Management and Policy and BA Geography.

Core syllabus: The description and analysis of the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere and examination of how they have evolved, interact, change and are influenced by extra-terrestrial factors.

Content: Three themes 'material properties, processes and fluxes and environmental change' are studied in the context of the biosphere, atmosphere, hydrosphere and the lithosphere. From this, an appreciation of environmental evolution is developed to serve as a basis for evaluating the two way interaction between humans and the environment. The course consists of the following sections, the order of which may be varied depending on the availability of teachers.

A. Introduction: The systems approach and its application to environmental studies. The structure and functioning of the Earth as a set of systems (The Geosystem). Ecosystem concept. Biogeochemical cycles. Humans and the ecosphere: Introduction to hazards and resources.

B. The Biosphere: World biomes. Energy transfers: primary production, photosynthesis, energy flows in ecosystems. Global biogeochemical cycles. Nutrient cycling, trophic levels and decomposition. Soils: formation and types, management problems, erosion. Vegetation changes: succession and causes of change.

C. The Atmosphere and Hydrosphere: Composition and nature of the atmosphere. Global energy budget. Circulation and climate. Hydrological cycles. Cloud formation, precipitation and evapotranspiration. General introduction to hydrology. Flooding.

D. The Lithosphere: General structure and composition of the Earth. Basic elements of plate tectonics. Plate tectonics and large-scale landforms. Volcanoes and earthquakes.

E. Geosystem Change over Time and Space: Creationism versus evolution. The establishment of Deep Time. Catastrophism versus Uniformitarianism. Introduction to global environmental change. The evolution of the Earth and Solar System. Evolution of the biosphere, mass extinctions and Gaia. Long-term climate change. Sea-level change.

Teaching: 40 one-hour lectures in the MT and LT; weekly one-hour classes in the MT, LT and ST; and a weekend field course in the LT.

Written work: Students will be expected to produce three essays during the year and give class papers.

Reading list: T H van Andel, *New Views on an Old Planet*, 1994; R G Barry & R J Chorley, *Atmosphere, Weather and Climate*, 1998; A Mannion, *Natural Environmental Change*, 1999; R C Ward & Robinson, *Principles of Hydrology*, 1990; I D White, D N Mottershead & S J Harrison, *Environmental Systems: An Introductory Text*, 1992; J Chapman & M J Reiss, *Ecology: Principles and Applications*, 1992; K Pickering & L A Owen, *Global Environmental Issues*, 1994; J E Lovelock, *The Ages of Gaia*, 1988; R Huggett, *Catastrophism*, 1997.

Assessment: A three-hour unseen examination in the ST (75%), with the remaining 25% divided between project work carried out in a weekend field course in the LT and a 1,500 word essay submitted in the ST.

GY121

Environmental Change and Sustainable Development

This information is for the 2004/05 session.

Teacher responsible: Dr M Mason, S510. Other teachers involved: Dr G Atkinson, S412, Professor Y Rydin, S413, Professor D K C Jones, S405 and Dr T Rayner, S508

Availability: Compulsory for BSc Environmental Policy with Economics degree, and an optional course for non-Geography students where permitted by regulations.

Pre requisites: It is not available for BA Geography students, who have to take GY100 **Environment, Economy and Society**.

Core syllabus: The purpose of the course is to introduce students to the key debates in environmental change and sustainable development, which will form the basis for future courses in environment at the LSE. The key theme of the course is to discuss the nature and importance of environmental change; the so-called 'human impact' on the physical environment; and the dilemmas these raise for practical environmental management. From this, core policy approaches from economic, political, and social analysis will be advanced in order to introduce students to further courses available in the second and third years.

Content: The course will have three main sections. The first section, which will be shared by GY100 students, addresses key underlying themes in environmental change and sustainable development, including population growth, resource scarcity, and limits to growth. The second section will look more closely at the geographical basis to environmental change and conceptions of sustainability, focusing closely on concepts of natural hazards, ecological fragility, and the nature and significance of human impacts. This section will consider case studies from contemporary environmental debates such as tropical moist forest destruction, wetlands conservation, and the ecological challenges facing developing countries. The third section will discuss the unifying themes of debate about sustainable development, applying these themes to global trade and investment, urban sustainability, and environmental decision-making. The course will also include a short period of fieldwork conducted in the London metropolitan area, aiming to compare different indices of sustainable development, and the influence of place upon the perceived need for environmental management.

Teaching: Lectures twice weekly MT and LT; Classes weekly MT and LT.

Written work: Students will be expected to produce a minimum of three essays during the year and will also be expected to give class papers.

Reading list: There are a variety of texts available for this course, but some of the more prominent include: P Atkins, I Simmons & B Roberts, *People, land and time: an historical introduction to the relations between landscape, culture and environment*, Arnold, 1998; A Goudie (Ed), *The Human Impact Reader*, Blackwell, 1997; A Goudie, *The Human Impact On the Natural Environment*, Blackwell, 2000; J Kasperson, R Kasperson & B L Turner (Eds), *Regions at risk: comparisons of threatened environments*, United Nations University Press, 1995; J Kasperson & R Kasperson (Eds), *Global Environmental Risk*, United Nations University Press, 2001; L Owens & T Unwin (Eds), *Environmental Management*, Blackwell, 1997; M Redclift, *Wasted*, Earthscan, 1996; J Rees, *Natural Resources: economics, allocation and policy*, Routledge, 1991; United Nations Environment Programme, *Global Environment Outlook 3*, UNEP, 2002.

Assessment: A formal three-hour unseen examination (75%); and the submission of an essay (25%) based upon socio-environmental fieldwork conducted in London to be submitted at the end of LT.

GY140

Methods in Spatial and Social Analysis

This information is for the 2004/05 session.

Teacher responsible: Mr Kevin Burchell, S417a

Availability: Available to students on BSc Environmental Management and Policy and BA Geography.

Core syllabus: An introduction to, and evaluation of, a range of methods of analysis, including the use of IT, currently used in the construction of geographical knowledge.

Content: Philosophical approaches to geography. Information sources: primary and secondary. Qualitative and quantitative approaches. Geographical data. Descriptive statistics. Index construction. Map design and analysis. Computer-aided mapping. The normal distribution. Designing and administering questionnaires. Inferential statistics (Chi square, t-test, correlation). Fieldwork as a geographical method.

Teaching: Lectures: GY140, one hour, weekly, MT and LT. Classes: GY140A, two hours, weekly, MT and LT. Compulsory fieldwork: One week, London, Week 10 of LT.

Written work: Five written practical projects during the year including a field work report.

Reading list: D Ebdon, *Statistics in Geography*, 1985; R Flowerdew & D Martin (Eds), *Methods in Human Geography*, 1997; K Hoggart, L Lees & A Davies, *Researching Human Geography*, 2002. A number of more specialised texts will be recommended.

Assessment: (i) A formal two-hour examination; two questions from six (40%); (ii) Four practical exercises (40%); (iii) Field work report (20%).

GY200

Economy, Society and Space

This information is for the 2004/05 session.

Teacher responsible: Dr Andy C Pratt, S410. Other teacher involved will be announced.

Availability: Available to students on BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: The social organisation of economic restructuring;

changing working practices; social-spatial stratification and social exclusion in terms of gender, race and class; housing; informal economies; globalisation and time-space compression; the rural and the urban.

Content: Risk society, Regulation Theory, Welfare regimes, Third System, Social stratification, Work, Time-Space and everyday life, Space and Place and Representation, Technology and socio-economic transition. Further details will be provided at the start of the session.

Teaching: Lectures: weekly MT and LT; Classes: fortnightly MT and LT.

Written work: Students will be expected to prepare written work for fortnightly classes, students will be required to write up two class reports per term as essays; this written work will provide a basis for formative assessment.

Reading list: U Beck, *The future of work*, Polity, 2000; M Castells, *The rise of the network society*, Blackwell, 1996; G Esping-Andersen, *The three worlds of welfare capitalism*, Polity, 1990; H Jarvis et al, *The secret life of cities*, Pearson, 2001; A Lipietz, *Towards a new economic order*, Polity, 1992; G Valentine, *Social Geographies: Space and Society*, Pearson, 2001. **Assessment:** A formal three-hour examination (three questions from nine): 75%; a course essay of 2,000 words submitted on the first Tuesday of the ST in the course box (outside S413): 25%. Details of the style and layout will be provided at the start of the session.

GY201

Location and Spatial Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr H Overman, S511

Availability: This course is intended primarily for students on the BA in Geography and BSc in Geography with Economics. Available in other degree courses as permitted by regulations.

Core syllabus: This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

Content: The course draws primarily on international and urban economics. Topics covered include: causes and consequences of international trade; foreign direct investment and multinational companies; the function of cities and the urban system; the sources of agglomeration and dispersion; the determinants of urban structure, including the economic impact of land use planning, and the role of local governments; neighbourhood effects, segregation, and poverty.

Teaching: 40 hours of lectures and 10 x one-hour classes over the MT and LT.

Written work: Students will be expected to prepare presentations and hand-in two essays based on class presentation each term.

Reading list: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: A O'Sullivan, *Urban Economics* (5th edn), Irwin/McGraw-Hill; T Pugel & P Lindert, *International Economics*, McGraw Hill, 2000; P Dicken, *Global Shift: Reshaping the Global Economic Map in the 21st Century*, Sage, 2003.

Assessment: A formal three-hour written examination in the ST (75%) and 1 x 2,000 word essay (25%).

Pre requisites: Economics A is normally a prerequisite.

GY202

Introduction to Development in the South

This information is for the 2004/05 session.

Teachers responsible: Professor S Corbridge, S407. Other teacher involved, Dr S Chari, S418

Availability: Second year option for Bachelor's degrees in Geography and third year option for BSc International Relations. Other second and third year students may take this course as permitted by the regulations for their degrees.

Core syllabus: An introduction to analysing the South, and its geographical variability. The course focuses on key 'development problems', and how these are addressed by different stakeholders, including households, governments, international development agencies and civil society organisations.

Content: Defining 'Development', the 'Third World' and the 'South'; Development theories and models; Post-Development; Aid; Trade; Environment and sustainability; Agricultural development and the Green Revolution; Industrialisation; Population and family planning; Migration; Urbanisation and urban policies; Land, housing and urban services; Employment and incomes; The conceptualisation and measurement of poverty; Debt, Structural Adjustment and household livelihood strategies; Children in cities; Nutrition, health and health care; Education; Community participation in planning, civil society organisations and NGOs.

Teaching: 30 lectures (GY202), two per week for eight weeks of MT and first eight weeks of LT. Fortnightly classes (GY202.A) MT and LT.

Written work: Students will be expected to produce a total of three essays during the MT and LT, and also to prepare class presentations.

Reading list: Although a specialised lecture-by-lecture reading list will be handed out at the start of the course, useful general texts are: V Desai &

R Potter (Eds), *The Companion to Development Studies*, Edward Arnold, 2002; J Dickenson et al *Geography of the Third World* (2nd edn), Routledge, 1996; A Gilbert & J Gugler, *Cities, Poverty and Development* (2nd edn), Oxford University Press, 1992; D Simon & A Nârman (Eds), *Development as Theory and Practice*, Longman, 1999; A Szirmai, *Economic and Social Development*, Prentice Hall, 1997; UNCHS (Habitat), *Cities in a Globalising World: Global Report on Human Settlements*, 2001, Oxford University Press; UNDP, *Human Development Report*, Oxford University Press, published annually; World Bank, *World Development Report*, Oxford University Press, published annually.

Assessment: One 2,000 word essay to be submitted last week of LT (25%); a three-hour unseen examination paper in the ST, three questions out of nine (75%).

GY205

Political Geographies, Policy and Space

This information is for the 2004/05 session.

Teachers responsible: Dr M M Low, S512. Other teacher involved: Professor I R Gordon, S513

Availability: BSc Environmental Management and Policy, BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global.

Content: Part A. Political Geographies: states, citizenship, democracy: theories of the state and local state; geopolitics and the world order; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of representation; globalisation and governance. Part B. Policy Geographies: urban problems, analysis and action: perspectives on policy-making; Victorian urbanisation and institutional responses; physical, social, economic, political and integrative approaches to post-war British cities; implementation processes; geographic knowledge and urban policy.

Teaching: 32 hours of lectures and 10 x one-hour classes (fortnightly).

Written work: Students will be expected to submit one essay per term of up to 1,500 words.

Reading list: Detailed reading lists will include journal articles, but indicative texts include: K R Cox, *Spaces of Globalization*, 1997; J Agnew & S Corbridge, *Mastering Space*, 1995; M Hill, *The Policy Process*, 1993; B Robson, *Those Inner Cities*, 1988; P Healey et al, *Managing Cities*, 1995.

Assessment: 25% course work (one essay of 2,000 words), 75% unseen three-hour examination in the ST.

GY220

Environment: Science and Society

This information is for the 2004/05 session.

Teachers responsible: Dr M Mason, S510. Other teachers involved, Professor D K C Jones, S417, Dr A Gouldson, S414 and Mr K Burchell, S417a

Availability: BSc Environmental Management and Policy, BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: An analysis of the debates concerning the nature, cause, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies.

Content: Normally the course consists of the four following elements although the specific Content, order and relative proportion may change with staff availability. Part A: Current policy approaches to dealing with environmental problems. Introduction to debates in social approaches to science and scientific knowledge. Part B: An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. Environmental hazards and the IDNDR. Consideration of current concerns regarding issues of global environmental change including the CO2 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, destruction of tropical rainforests, genetic manipulation and biotechnology. Part C: Alternative approaches to analysing environmental issues in relation to science and society.

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT.

Classes (GY220 A): Ten classes at fortnightly intervals.

Written work: Students will be expected to produce a minimum of four essays during the year and will be expected to give class papers.

Reading list: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes: G T Miller (Ed), *Living in the Environment* 2000; R M Harrison (Ed), *Understanding Our Environment*, 1999; J McCormick, *Acid Earth*, 1997; A M Mannion, *Dynamic World: Land Cover and Land-Use Change*, 2002; United Nations Environment Programme, *Global Environment Outlook 3*, 2002; C L Harper, *Environment and Society*, 2002; A Goudie (Ed), *The Human Impact Reader*, 1997; L Owen & T Unwin, *Environmental Management*, 1997; K Smith, *Environmental Hazards*, 2001.

Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 2,000 words (25%).

GY222

Economic Analysis of the Environment

This information is for the 2004/05 session.

Teachers responsible: Dr G Atkinson, S412. Other teacher involved, Dr E Neumayer, S416

Availability: 2nd year core course for BSc Environmental Management and Policy, BSc Environmental Policy with Economics, BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: An introduction to the use of economic principles in the analysis of environmental change and natural resource use. This includes: the evaluation of regulatory and market based instruments in controlling pollution; economic growth and sustainable development; valuation of environmental benefits; managing global environmental resources; environment and development.

Content: Public policy and the environment. Regulatory vs market based instruments for controlling pollution. Natural resource use. Economic growth, sustainability and the environment. Economic valuation and the environment. The economics of global environmental problems. Trade, debt, adjustment and the environment.

Teaching: 20 lectures, weekly ML. 18 classes, eight during MT and 10 during LT.

Written work: Students will be expected to produce a minimum of two (non-assessed) essays during the year and will also be expected to give class presentations.

Reading list: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: R K Turner et al *Environmental Economics: An Elementary Introduction*, 1994; J A Lesser et al *Environmental Economics and Policy*, 1996; J Kahn, *The Economic Approach to Environmental and Natural Resources*, 1998; T Tietenberg, *Environmental and Natural Resource Economics*, 1996; G Atkinson et al *Measuring Sustainable Development: Macroeconomics and the Environment*, 1997; D W Pearce, *Blueprint 4* 1995; E Neumayer, *Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 1999; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, 2001.

Assessment: A formal three-hour unseen written examination in the ST counting (75%). An assessed course essay (maximum 2,000 words) (25%).

GY240

Research Techniques (Spatial, Social and Environmental)

This information is for the 2004/05 session.

Teachers responsible: Dr M Low, S512. Other teachers involved, Dr S Gibbons, S509, Professor Y Rydin, S413 and Dr G Jones, S506a

Availability: BSc Environmental Management and Policy, BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology to be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

Content: The course combines a variety of different approaches to social science methodology including: (i) Underlying debates in philosophy and methodology for research in geography: research and project design; research ethics, including ethical concerns when conducting fieldwork. (ii) Quantitative analysis: using computer- and internet-based bibliographic databases; statistical computer packages: linear regression models; hypothesis testing. (iii) Basic principles of Geographical Information Systems (GIS), including the use of relevant information technology. (iv) Policy analysis. (v) Qualitative analysis: grounded theory; structured and unstructured interviews; textual and discourse analysis; participant observation. (vi) Introduction to the Independent Research Project (IRP). (vii) Presentation techniques and written and oral skills. (viii) Application of research skills in the field.

Teaching: 20 one-hour lectures and 20 two-hour classes/practicals in MT and LT. There will be a compulsory residential field course, probably outside the UK, which may take place during the Easter vacation. There is a financial cost to students on this fieldcourse, but in cases of hardship there may be financial support available from the Geography & Environment Department.

Written work: Students will be expected to produce a minimum of four essays or practical exercises during the year and will be expected to give class papers.

Reading list: Reading lists will be available for each part of the course.

Basic texts include: J Bell, *Doing your Research Project - Guide for first time researchers in education and social science* (2nd edn), 1993; J Burt & G Barber, *Elementary Statistics for Geographers*, 1996; I Heywood, S Cornelius & S Carver, *An Introduction to GIS*, 1998; P Kennedy, *A Guide to Econometrics*, 1985; S Kvale, *Interviews: An introduction to qualitative research interviewing*, 1996; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994; A Strauss & J Corbin, *Basics of qualitative research: Grounded theory procedures and techniques*, 1990. **Assessment:** A two-hour unseen examination 50%, coursework 45%, IRP proposal and its oral presentation 5%.

GY300

Europe and the Global Economy

This information is for the 2004/05 session.

Teacher responsible: Dr Steve Gibbons, S509

Availability: Optional course for Geography and Environment, European Studies and Management students. Open to other students as permitted by the regulations for their degrees.

Core syllabus: Contrasting patterns of national and regional development and socio-economic structures in Europe.

Content: An analysis of the forces of change deriving from trends in Europe's global role and context: international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The economic development impacts of integration and enlargement and of transition from centrally-managed to market economies in Eastern Europe. The role of technological change and human resources in the economic performance of the regions, and Europe as a whole.

An analysis of international, national and local aspects of economic development and restructuring with reference to Europe.

Teaching: Lectures weekly. Classes fortnightly.

Written work: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Reading list: H Armstrong & P Taylor, *Regional Economics and Policy*, 2000; R J Bennett & A McCoshan, *Enterprise and Human Resource Development*, 1993; P Dicken, *Global Shift: Transforming the World Economy*, 1998; A M El-Agria, *The European Union: Economics and Policies*, 2000; R Hudson, *Divided Europe: Society and Territory*, 1998; A Rodriguez-Pose, *The European Union: Economy, Society and Policy*, 2002; L Tsoukalis, *The New European Economy Revisited*, 1997.

Assessment: A three-hour paper (75%) and one extended essay of 2,500 words to be handed in on a specified date in the ST (25%).

GY301

Political Geography of Development and the South

This information is for the 2004/05 session.

Teachers responsible: Dr G A Jones, S506a. Other teacher involved, Professor S Corbridge, S407

Availability: BSc Environmental Policy.

Core syllabus: A critical analysis of the politics of contemporary development processes in the South and the global interests which influence them. Course considers development as both practical pursuit and as a series of discourses and representations.

Content: 1. Standard Narrative: an introduction to geopolitics and geography, the 'end of empire' and rise of 'American century', the discovery of the 'Third World' and developmental nation-state, the Cold War, authoritarianism and democracy, socialist development.

2. Narrative Under Threat: corruption, debt crisis, globalisation, rogue states, post-development and irrelevance.

3. Critical Geopolitics: post-colonialism, media, anti-geopolitical eye, chronoscapes, 'new' barbarians (ethnocide, drugs, refugees, disease).

Teaching: Lectures: weekly MT and LT; Classes: fortnightly MT and LT.

Written work: Students are expected to complete four class essays during the year and give at least one short presentation subject to student numbers.

Reading list: No one book covers the syllabus, students will be expected to read widely especially of appropriate journals, and detailed lists will be provided at start of course.

Assessment: a) A formal three-hour examination (three questions from nine) (75%); b) One 2,500 word essay submitted in ST (25%).

GY302

Urban Development: Politics, Policy and Planning

This information is for the 2004/05 session.

Teachers responsible: Dr M Low, S512. Other teachers involved, Dr G A Jones, S506a and Dr T Rayner, S508

Availability: BSc Environmental Policy, BSc Environmental Policy with Economics.

Core syllabus: Theories and processes of urban politics and governance. Urban problems and policy responses in developed and developing countries, within an institutional and political framework.

Content: 1. Urban government in the UK and USA. Theories of urban politics. Politics of urban fiscal problems and local economic development

policy. Management of urban social issues.
 2. Environment planning issues in Britain, eg urban containment, sustainable urbanism, green transport policy.
 3. The developing world. Self help housing. Access to land and the affordability crisis. The New Institutional Agenda: World Bank and privatisation. Micro-finance, NGOs and community. Radical planning.
Teaching: 10 one-hour lectures (GY302) in MT and LT; 15 one-hour lectures in LT; 10 one-hour classes (GY302.A) in ML/LT/ST (alternative weeks starting week three).
Written work: Students should produce three essays during the year and give class presentations.
Reading list: D Judge et al, *Theories of Urban Politics*, 1995; S Feinstein, *The City Builders*, 2001; S Body-Gendrot, *The Social Control of Cities?*, 1999; K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, 1999; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; N Harris, *Cities and Structural Adjustment*, 1996.
Assessment: A three-hour unseen examination in the ST (75%) and a course essay of no more than 2,500 words (25%).

GY303

The Geography of Gender: Global Perspectives

This information is for the 2004/05 session.

Teachers responsible: Dr Diane Perrons, B505. Other teacher involved, Dr Sharad Chari

Availability: 3rd year option for Bachelor's degrees in Geography, and other degrees as permitted by regulations.

Pre requisites: It would be an advantage if students have some grounding in gender and/or development issues from a second year course such as GY200 **Economy, Society and Space**, or GY202 **Introduction to Development in the South**.

Core syllabus: An analysis of the geography of gender in the advanced capitalist economies and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: MT: *Gender in the Western World*- Global women: theorizing gender inequality, gender divisions in the new economy: Gender, paid work and caring; Gender equality and gender mainstreaming in the European Union: Gendered space: city spaces, safety and urban design.

LT: *Gender in developing countries*- Comparative Assessments of gender and the 'status of women'; Fertility and reproduction; Households and families; Housing, health and urban services; Gender divisions in formal and informal employment; Gender-selective migration; Gender and development policy.

Teaching: Lectures (GY303) weekly MT and LT; Classes (GY303.A) fortnightly MT and LT starting in week two of MT.

Written work: Students will be expected to produce one essay per term, and will also be expected to give class papers.

Reading list: No one book covers the entire syllabus, but the following are useful basic reading:

MT: H Bradley, *Gender and Power in the Workplace: Analysing the Impact of Economic Change*, St Martin's Press, 1998; R Fincher & J Jacobs, *Cities of Difference*, The Guilford Press, 1998; L McDowell, *Gender, Identity and Place: Understanding Feminist Geographies*, Polity, 1999; J Rubery, M Smith & C Fagen, *Women's Employment in Europe: Trends and Prospects*, Routledge, New York, 1999; M Daly & K Rake, *Gender and the Welfare State*, Polity, 2003; B Ehrenrich & A Hochschild, *Global Women*, Granta, 2003; Geraldine Pratt, *Working Feminisms*, Edinburgh University Press.
LT: Naila Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso Books, 1994; Nalini Visvanathan et al (Eds), *The Women, Gender and Development Reader*, London, Zed Books, 1997; Diane Elson, *Male Bias in the Development Process*, Manchester, 1995; Gwendolyn Mikel (Ed), *African Feminism: The Politics of Survival in Sub-Saharan Africa*, University of Pennsylvania Press, 1997; Leslie Salzinger, *Gender in Production: Making Workers in Mexico's Global Factories*, University of California Press, 2003; Nancy Naples & Manisha Desai (Eds), *Women's Activism and Globalization linking local struggles and transnational politics*, London, Routledge, 2002; Louise White, *The Comforts of Home: Prostitution in Colonial Nairobi*, University of Chicago Press, 1990; Matthew Guttmann (Ed), *Changing Men and Masculinities in Latin America*, Duke University Press, 2003; Dennis Altman, *Global Sex*, University of Chicago Press, 2001; Mark Gevisser & Edwin Cameron (Eds), *Defiant desire*, Routledge, 1995.

Assessment: One extended essay of 2,500 words to be handed in first week of ST (25%); One written exam (three questions out of nine) (75%).

GY305

Applied Location and Spatial Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr H G Overman, S511. Other teachers involved, Dr S Gibbons, S509 and Professor I Gordon, S513

Availability: Intended for 3rd year BSc Geography with Economics. Also available for BA Geography.

Pre requisites: Students should have taken one or more from: EC100, GY201, GY222.

Core syllabus: To develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Material covered in second year courses will be developed and applied to current policy issues. There will be a particular emphasis on urban and regional economies and business and worker location decisions.

Content: The first part of the course studies models of the location of economic activity with a particular emphasis on regional economies. The second part of the course continues to study location, but focuses more on household location decisions and the wealth of factors that affect them. The last part of the course looks at the role of distance in migration and spatial labour markets. Each part of the course develops different methods for spatial analysis and also draws on case studies for selected regions, cities and sectors.

Teaching: 40 hours of Lectures and 10 x one-hour Classes (fortnightly).

Written work: Students will be expected to produce a minimum of three essays during the year.

Reading list: A detailed reading list will be given out at the beginning of the course. Reading will include journal articles and policy documents. Some important items include: P McCann, *Urban and Regional Economics*, OUP, 2001; H Armstrong & J Taylor, *Regional Economics and Policy* (3rd edn); W Isard et al *Methods of Interregional and Regional Analysis*

Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 2,500 words (25%).

GY320

Environmental Risk Management

This information is for the 2004/05 session.

Teachers responsible: Professor D K C Jones, S417

Availability: BSc Environmental Management and Policy, BSc Environmental Policy and BSc Environmental Policy with Economics.

Core syllabus: Environmental risk is an extremely broad field covering the likelihood of harm/loss emanating from society, technology and the biogeophysical environment. This course analyses the nature, causes and affects of the main environmental hazards and the responses/adjustments made by affected individual/groups/societies, prior to considering the basic elements and debates within the field of environmental risk, including risk assessment and management.

Content: (NB: The order may be varied depending on the Availability of teachers.)

1. The nature of hazardous events, hazard, risk, vulnerability and disaster. The Hazard and Risk Archipelagoes;
2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction and International Strategy for Disaster Reduction. Explanatory paradigms, myths;
3. Adjustment choices;
4. Prediction, futurology, zoning and micro-zoning;
5. Forecasting and warning systems;
6. Structural and non-structural adjustments;
7. Emergency action, relief and refugees;
8. Financial responses and insurance. The value of life;
9. Hazard and economic development, hazard as opportunity, hazard and underdevelopment;
10. Risk perception and risk communication;
11. Sociological and scientific conceptions of risk;
12. Environmental risk Assessment;
13. Probabilities and logic diagrams.

Teaching: Two lectures per week MT, LT; Ten classes at fortnightly intervals.

Written work: Students will be expected to produce three essays during the year and give class papers.

Reading list: K Hewitt, *Regions of Risk*, 1997; K Smith, *Environmental Hazards*, 2000; P Blaikie et al, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; J Adams, *Risk*, 1995; Royal Society, *Risk: Analysis, Perception and Management*, 1992; DOE, *A Guide to Risk Assessment and Risk Management for Environmental Protection*, 1995; R E Hester & R M Harrison (Eds), *Risk Assessment and Risk Management*, 1998; R Lofstedt & L Frewer (Eds), *Risk and Modern Society*, 1998; Red Cross/Red Crescent, *World Disasters Reports*, (Annual); P Pritchard, *Environmental Risk Management*, 2000.

Assessment: A formal three-hour unseen examination in the ST (75%) together with a course essay of no more than 2,500 words (25%).

GY321

Environmental Politics and Policy

This information is for the 2004/05 session.

Teachers responsible: Dr T Rayner, S508. Other teachers involved, Dr M Mason, S510 and Professor Y Rydin, S413

Availability: Available to all Geography and Environment 3rd year students

and to other students as permitted by the regulations for their degrees.

Core syllabus: An analysis of the issues, actors, structures and processes that shape the nature of environmental politics and the character and influence of the policy process in different settings.

Content: The Evolution of Environment as a Policy Issue; Institutional Structures, Actors and Networks; Science, Public Opinion, the Media; Environment Pressure Groups; Interest Group Mediation and Agenda Setting; Decision Making: Structures and Processes; Policy Instruments and the Policy Mix; Regulatory Styles, Implementation and Enforcement; Evaluation; Policy Learning and the Capacity for Policy Reform; Case studies at different levels of the policy process, including International Environmental Policy.

Teaching: A weekly lecture accompanied by a weekly seminar through the MT and LT.

Written work: Three non-assessed class essays/projects of 1,500 words and one assessed course essay of 2,500 words.

Reading list: J Connelly & G Smith, *Politics and the Environment*, 2002; K Hanf & A-J Janssen, *Governance and Environment in Western Europe*, 1998; A Gouldson & J Murphy, *Regulatory Realities*, 1998; N Carter, *The Politics of the Environment*, 2001; N Vig & R Axelrod, *The Global Environment: Institutions, Law and Policy*, 1999; J Roberts, *Environmental Policy*, 2003.

Assessment: There is a three-hour formal examination (75%) in the ST. In addition there is a course essay (25%) of 2,500 words maximum.

GY323

Environmental Assessment and Management

This information is for the 2004/05 session.

Teacher responsible: Dr Andy Gouldson, S414

Availability: Available to all Geography and Environment 3rd year students and to other students on approval.

Core syllabus: An analysis of the influence of various techniques on environment-economy relations, including environmental impact assessment, strategic environmental assessment, environmental management systems and life cycle assessment.

Content: 1. Understanding Environment-Economy Interactions. 2. The Concepts and Principles of Environmental Assessment and Management. 3. Environmental Impact Assessment and Techniques for Project Appraisal. 4. Strategic Environmental Assessment and Techniques for Policy Appraisal. 5. Industrial Development and the Environment: Techniques for Technology Assessment. 6. Industrial Development and the Environment: Techniques for Process Management. 7. Industrial Development and the Environment: Techniques for Product Management.

Reading list: No single text covers all aspects of the course but students may wish to consult the following: R Gray et al, *Accounting for the Environment*; R Welford & A Gouldson, *Environmental Management and Business Strategy*, 1993; T Jackson, *Material Concerns*, 1996; P Hawken et al, *Natural Capitalism* (1999).

Teaching: The course will consist of a weekly lecture accompanied by a weekly seminar. There will also be at least one industrial visit as part of the course.

Written work: Three non-assessed class essays of 1,500 words and one assessed essay of 2,500 words.

Assessment: A formal three-hour unseen written examination in the ST counting for 75%, together with a course essay (maximum 2,500 words) counting for 25%.

GY340

Geographical Information Systems: Applications in Social Science

This information is for the 2004/05 session.

Teachers responsible: Dr Steve Gibbons, S509 and Dr Henry Overman, S511

Availability: Optional course for students in Geography and Environment. Open to other students as permitted by the regulations for their degrees.

Core syllabus: Geographical Information Systems for the social sciences: practical techniques and interesting applications.

Content: Geographical Information Systems offer the social scientist an array of tools for manipulating and visualising spatial data. This course provides an introduction to practical GIS techniques for the novice, and leads on to show how these tools can be combined with more advanced analysis to augment and enhance social science research. The first part of the course is based on the techniques and methods of GIS, with a focus on practical skills (particularly the use of GIS software packages). The second part is centred around applications. Examples include studies of crime, disease, poverty and the environment. (Exact topics covered may vary from year to year).

Teaching: Lectures: GY340, one-hour weekly; Classes: GY340.A, two-hour alternate weekly MT (starting week two of MT).

Written work: Students will be expected to produce a minimum of two class essays and two practical assignments during the year.

Reading list: A S Fotheringham, C Brunson & M Charlton, *Quantitative Geography, Perspectives on Spatial Data Analysis*, Sage Publications (2000); Jay Flynn & Teresa Pitts, *Inside ArcInfo*, Thomson Learning Onword Press (2000); D Kidner, G Higgs & S White, *Socioeconomic Applications of Geographic Information Science*, Taylor Francis (2003); S Fotheringham & M Wegener, *Spatial Models and GIS*, Taylor Francis (2000); C Redland, *Getting to know ArcGIS desktop: basics of ArcView, ArcEditor, and ArcInfo*, ESRI Press (2001).

Assessment: a) Formal two-hour examination (50%); b) Literature review essay (20%) submitted beginning of LT in submission box; c) Two pieces of GIS project work (15% each), submitted MT and LT, in submission box.

GY350

Independent Research Project

This information is for the 2004/05 session.

Teachers responsible: Third year tutors

Availability:

Pre-requisites: GY240 **Geographical Research Techniques** is a pre-requisite.

Core syllabus: A demonstration of geographical or environmental investigation conducted on an individual basis.

Content: Individual tutorials in MT and LT of the third year.

Teaching: Individual tutorials in the MT and LT of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Written work: Students will be expected to hand-in regular progress reports.

Assessment: IRPs should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IRP must be submitted to the Undergraduate Office in S406 by the published deadline.

HY101

The European Civil War 1890-1990

This information is for the 2004/05 session.

Teacher responsible: Dr R Boyce, E506

Availability: For first year historians. Available as an outside option where regulations permit.

Core syllabus: An examination of the relationship between national tensions and international conflict in Europe from the emergence of German economic power and imperialist restlessness in the 1890s to the collapse of the Soviet Bloc one hundred years later.

Content: The course examines the relationship between the increase in social and economic tensions within the Powers of Europe from c1890 and the concurrent increase in nationalism, imperialism and the threat of war. It considers the initial effect of the Great War in suppressing domestic social conflict, and the implications of the breakdown of the home front, particularly in Russia. This is followed by consideration of the efforts of the Western Powers in the post-war period to reconstruct their internal political and economic systems in order to build defences against the left; and the rise of fascism in countries facing acute social crisis. The course examines the relationship between the inter-war fascist powers and aggression and the crises in the democratic capitalist powers and appeasement. The Popular Front movement and the Spanish Civil War are treated as instances of the wider European civil war. The main focus in the Second War period is the continuation of the struggle through collaboration and resistance. In the post-liberation period it is on the consolidation of liberal capitalist regimes in the West and Communist regimes in the East, the significance of American influence upon the reshaping of Western Europe in the 1940s and 1950s, and the political project that informed moves towards European integration. This is followed by examination of the upsurge of student activism in 1968 in Eastern and Western Europe, the rise and fall of Eurocommunism, the recovery of democracy in southern Europe, and the breakdown of the Soviet-dominated Eastern bloc.

Teaching: 20 (HY101) and 22 classes (HY101.A). Professor Preston, Dr Prazmowska and Dr Boyce.

Written work: Students will be expected to write four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading list: A list of more specialised texts will be provided at the start of the course.
 M Mazower, *Dark Continent: Europe's Twentieth Century*; E Hobsbawm, *Age of Extremes: The Short Twentieth Century, 1914-1991*; F Claudin, *The Communist Movement: from Comintern to Cominform*; R Boyce & E M Robertson (Eds), *Paths to War: New Essays on the Origins of The Soviet Union since 1917*; P Preston, *The Spanish Civil War*; J Joll, *Europe since 1870*; M McCauley & D Sassoon, *One Hundred Years of Socialism: The West European Left in the 20th Century*; A J Mayer, *Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles, 1918-1919*; T Judt (Ed), *Resistance and Revolution in Mediterranean Europe, 1939-1948*; D Cauter, *Sixty-eight: The Year of the Barricades*; C Gati, *The Bloc that Failed: Soviet-East European Relations in Transition*.

Assessment: Three-hour written examination in the ST.

HY113

From Empire to Independence: the Extra-European World in the Twentieth Century

This information is for the 2004/05 session.

Teacher responsible: Dr Kirsten Schulze, E600

Availability: For first year and General Course students. Available as an outside option for first and second year students where regulations permit.

Core syllabus: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and the new states within Asia and Africa, and the rise of non-Western models of political development.

Content: The state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the Palestinian issue and the birth of Israel; the decolonization process in Asia and Africa; the Japanese developmental state; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; the development of ASEAN and the Asian 'tiger' economies; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism; the Gulf War and the Arab-Israeli peace process.

Teaching: 21 lectures (HY113) and 21 classes (HY113.A). Lectures to be given by Dr Schulze, Dr Casey and Dr Chatterji.

Written work: Students will be asked to write at least four essays and to present a number of brief class reports.

Reading list: W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimaki, J Maiolo and K Schulze, *International History of the Twentieth Century* (2001); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945*, Vol 1, *The Cold War, the Great Powers and their Allies* (1994 Vol 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Kaylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991).

Assessment: Three-hour written examination in the ST.

HY114

War and Society from the Renaissance to the**Napoleonic Era, c.1500-1815**

This information is for the 2004/05 session.

Teachers responsible: Dr J-P Rubies, E500

Availability: Primarily for first year students, and General Course students, and as an outside option where regulations permit.

Core syllabus: A broad, thematic study of war and society from the early sixteenth century to the end of the Napoleonic Wars. It will include substantive analysis of the ethos, causes and impact of wars during this period, as well as the role of war in the development of states and national identities. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of tactics and weaponry, to absolutism and finance. However, attention will also be paid to the technological clashes between different cultures and systems across the globe, embracing the conflicts between European states and those in the Americas, Africa and Asia, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces.

Content: The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, militias and Cossacks, ranging from the Mediterranean to the Atlantic, from North America to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some detail. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors.

Among topics covered are the dynastic conflict between Charles V and Francis I; the Dutch revolt; the Armada; the Thirty Years' War; the Ottoman threat to Austria and Hungary; The wars of Louis XIV; Russia's emergence as a world power; the wars of Frederick the Great; Britain's colonial wars; the Revolutionary and Napoleonic Wars.

Teaching: There will be 20 lectures and 20 classes, as well as two revision sessions. Students are required to do some reading for each class.

Written work: Three essays and two presentations will be required, one of which will be formally-assessed.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: M Howard, *War in European History*; G

Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*; J Black, *A Military Revolution? Military Change and European Society, 1550-1800*; F Tallett, *War and Society in Early Modern Europe, 1495-1715*; J R Hale, *War and Society in Renaissance Europe, 1450-1620*; J Black (Ed), *War in the Early-Modern World*; M S Anderson, *War and Society in Europe of the Old Regime, 1618-1789*; G Best, *War and Society in Revolutionary Europe, 1770-1870*. The recommended surveys for the political background are: R Bonney, *The European Dynastic States, 1494-1660*; D McKay & H Scott, *The Rise of the Great Powers, 1648-1815*.

Assessment: Three-hour written examination in the ST.

HY115

National Identity in the British Isles c 1707-1951

This information is for the 2004/05 session.

Teacher responsible: Dr Paul Mulvey, E604

Availability: For first year historians primarily and for General Course students. Available as an outside option where regulations permit.

Core syllabus: A general thematic introduction to the history of the British Isles from the 18th to the mid-19th century, focusing on the flourishing 'national' and cultural history of Britain in this period.

Content: This course focuses on the construction of national identities in Britain, c1705-1951. It is concerned both with the emergence of 'Britishness' in the eighteenth century and with the rise of alternative Welsh, Scottish, and Irish identities. It traces the development of patriotism under the impact of the wars against France (1793-1815), during the expansion of empire in the later nineteenth century, and in the First and Second World Wars. It traces both the integration of ethnic identities within British Empire and the emergence of separatist nationalism and Unionism in Ireland, the roots of Scottish and Welsh nationalism, and the rise of the colonial nationalism within the British empire.

Teaching: 20 lectures and 21 weekly classes to be given by Dr Mulvey and others.

Written work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading list: L Colley, *Britons: the forging of the nation state* (1992); R Collis, *Identify of England* (2002); H F Kearney, *The British Isles: a History of Four Nations* (1989); K Robbins, *Nineteenth Century Britain: Integration and Diversity* (1988); G Newman, *The Rise of English Nationalism* (1986); R Samuel (Ed), *Patriotism: the making and unmaking of British National Identity* (3 vols, 1988); C Kidd, *British Identities before nationalism: ethnicity and nationhood in the Atlantic World, 1600-1800* (1999); L Brockliss & D Eastwood (Eds), *A Union of Multiple Identities?* (1997); T M Devine, *The Scottish Nation, 1709-2000* (1999); R F Foster, *Modern Ireland, 1600-1972* (1989).

Assessment: A three-hour written examination in the ST.

HY116

International History since 1890

This information is for the 2004/05 session.

Teacher responsible: Dr S Onslow, E408

Availability: Intended primarily for first-year undergraduates; also available to General Course students, and as an outside option where regulations permit.

Core syllabus: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century'.

Content: The course aims to equip students with a comprehensive knowledge of international politics since 1890; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. Lectures and classes fall into six distinct chronological and analytical phases. The first segment covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: Russia-in-Asia, Japan, and the United States, and the crisis and collapse of the system in the First World War. The second segment covers the failure of both attempts to tame the resulting chaos: Wilson's new vision of international politics and British and French efforts to reconstitute the 1914 world. The consequences of failure, the successful revolt against world order of four discontented powers, Imperial Japan, Fascist Italy, National Socialist Germany, and the Soviet Union, and the outbreak of the 'second round of the German War', close the third phase. The fourth phase opens with the expansion of European war into global war and closes with the birth of a bipolar world dominated by the United States and the USSR. The ensuing era of superpower rivalry forms the fifth segment; themes covered include the origins of the Cold War in both Europe and Asia, decolonisation, European unity, the 'American war' in Vietnam, and the rise and fall of superpower detente. The final phase of the course examines the causes and consequences of the collapse of the Soviet empire, the rising power of China; and the fate of war and the state in the post-Cold War era.

Teaching: 22 weekly lectures (HY116, MT, LT, ST) and 21 classes (HY116.A, MT, LT, ST).

Written work: Students will be required to write three 2,000-word essays during the course of the year, two in MT and one in LT, from topics selected from the course examinations for the previous two sessions (available in the departmental public folders), and in addition to complete a one-hour mock examination in ST. Essays and mock examination do not form part of the final course Assessment. But they are required components of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the public folders. The following works offer useful background; students should consider reading one or two of them in advance: W R Kaylor, *The Twentieth Century World: an International History*; C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War in Europe*; Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*; J P Dunbabin, *International Relations since 1945* (2 vols).

Assessment: A three-hour written examination in the ST.

HY202 Not available in 2004/05

International History Since 1890

This information is for the 2004/05 session.

For HY202 see HY116

HY203

The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2004/05 session.

Teacher responsible: Dr K E Schulze, E600

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: To examine the causes of each of the Arab-Israeli wars and place them in relation to the conflict as a whole. It will also give a basic grounding in the ideologies shaping the conflict, and will analyse and evaluate Arab and Israeli peace strategies from 1948 until the present day.

Content: The 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 Six-Day War; regime change in Egypt and Syria in 1970; 1970/71 Black September, the 1973 Yom Kippur War; the 1975 Lebanese civil war; the ascendance of the Likud; the Camp David Accords 1979; the invasion of the Lebanon 1982; Palestinian resistance; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; and the 2000 al-Aqsa intifada.

Teaching: The course will be taught by 20 lectures and 22 classes.

Written work: Students are required to write four essays, two per term including a one-hour timed essay.

Assessment: A three-hour written examination in the ST.

HY206

The International History of the Cold War, 1945-1975

This information is for the 2004/05 session.

Teacher responsible: Dr Steven Casey, E601

Availability: This course is intended primarily for second-year BA History students. BSc International Relations and History, General Course and outside option students may also take it so long as they are not taking IR308. BSc International Relations students may not take this course.

Core syllabus: The international history of the Cold War from the end of the Second World War to the détente process of the 1970s, focusing on both the Eastern bloc and Western countries, and exploring specific Cold War crises as well as general themes such as the roles of ideology and technology.

Content: The new international history of the Cold War; the breakdown of the grand alliance; the division of Germany; the Iron Curtain; the Marshall Plan and NATO; the US and Japan; the Korean War; US and Guatemala; the Sino-Soviet alliance; the 1956 Hungarian Revolution; communism in Eastern Europe and China; technologies, weapons, and the arms race; the Cuban revolution and the missile crisis; western Europe in the 1960s; decolonisation; Vietnam; the Middle East crises of 1967 and 1973; cultures and mindsets; Brezhnev; Nixon and Kissinger.

Teaching: 20 lectures given by Dr Nigel Ashton; Dr Steven Casey; Dr Piers Ludlow; Professor Arne Westad; and 22 classes.

Written work: Students will be required to write two essays in MT and one essay in LT. There will be a mock examination at the start of ST.

Assessment: A three-hour written examination in the ST.

HY208

The History of the United States since 1783

This information is for the 2004/05 session.

Teacher responsible: Dr A Sked, E503

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: A survey of the political, diplomatic, social, economic and constitutional history of the USA since 1783.

Content: Topics covered will include the framing of the constitution; the establishment and development of federal institutions; the politics of the founding fathers; the 'age of good feelings'; Jacksonian democracy; slavery and the South; the Civil War; reconstruction; the moving frontier; the era of the 'robber barons'; populism and progressivism; Jim Crow; US imperialism; isolationism and world wars; the US and the Cold War; civil rights and the 'great society'; the war in Vietnam; politics and society in contemporary America. General interpretations of US history will also be covered.

Teaching: One lecture and one class per week for 20 weeks, plus two revision classes.

Written work: Students will be expected to do at least one class paper per term and to write at least four essays.

Reading list: Key works include: Hugh Brogan, *The Pelican History of the United States of America*; Bruce Collins, *The Origins of America's Civil War*; Eric Foner, *Reconstruction, America's Unfinished Revolution, 1863-1877*; Paul Kennedy, *The Rise and Fall of the Great Powers, Economic Change and Military Conflict from 1500 to 2000*; J M McPherson, *Battle Cry of Freedom, The Civil War Era*; B W Poulson, *Economic History of the United States*; A A Rappaport, *A History of American Diplomacy*; C van Woodward (Ed), *A Comparative Approach to American History*.

Assessment: A three-hour written examination in the ST.

HY209

The Spanish Civil War: Its Causes, Course and**Consequences**

This information is for the 2004/05 session.

Teacher responsible: Dr A Prazmowska, E494

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: An examination of the relationship between levels of social and economic development and political structures in Spain through a survey of the history of contemporary Spain in its European context from the revolutionary upheavals of 1917 to the consolidation of the Franco regime in the 1940s.

Content: The course traces the tensions between progressive and reactionary forces in Spain in the twentieth-century which culminated in the Spanish Civil War. It begins in the period of industrial take-off during the First World War, examining the consequent social upheaval and the imposition of the military dictatorship of General Primo de Rivera in 1923.

Thereafter, it deals with the failure of the dictatorship, the breakdown of the democratic Second Republic, 1931-1936. The Spanish Civil War, 1936-1939 is dealt with in detail with considerable attention to its international context, its military course and the revolutionary events in the Republican zone. The social and political consequences of the war are considered in both their domestic and international contexts: the making of the Franco dictatorship; the relationship with the Axis; the consolidation of the relationship with the USA.

Teaching: 22 lectures (HY209) and 22 classes (HY209.A).

Written work: Students will be expected to write four essays and to present a number of brief class reports.

Reading list: A preliminary list of important works follows. Fuller bibliographies will be given throughout the course. Titles available in paperback are marked with an asterisk: Gerald Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn (*Routledge, 1994); Paul Preston, *Franco: A Biography* (*HarperCollins, 1993); Paul Preston, *A Concise History of the Spanish Civil War* (*Fontana Press, 1996); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (*Routledge, 1994); Paul Preston (Ed), *Revolution and War in Spain 1931-1939* (Routledge, 1984); Paul Preston & Ann Mackenzie (Eds), *The Republic Besieged: Civil War in Spain 1936-1939* (Edinburgh University Press, 1996); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).

Assessment: Three-hour written examination in the ST.

HY221

The History of Russia, 1682-1825

This information is for the 2004/05 session.

Teacher responsible: Professor Janet Hartley, E405

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the accession of Nicholas I.

Content: The period under study witnessed the emergence of Russia as great power; by 1825 she was the strongest military power in Europe. At the same time, however, key features of the Russian state structure, society and the economy failed to mirror developments taking place elsewhere in Europe. In 1825 tensions within the state were exposed in an unsuccessful uprising, the Decembrist Revolt, which was a direct challenge to tsardom by members of the educated elite. The contrast between Russia's newly-established international status and her domestic structures is a central issue in this period. The course will be structured chronologically by the following themes and will cover: the expansion of the Russian Empire into Europe and Asia; the non-Russian peoples, cultures and institutions; diplomacy, warfare and the rise of the Russian Empire as a European power; the development of the Russian state under tsardom; Russian society and the relationship between society and the state; peasant and Cossack revolt; economic and commercial policies and developments; education, culture, and intellectual and spiritual life; the growth of an educated opposition and secret societies.

Teaching: 20 lectures and 22 classes in the MT, LT and ST.

Written work: Students will be required to write four essays, one of which will be done under examination conditions.

Reading list: A full reading list will be provided at the start of the course. Useful introductory works include: J Hartley, *A Social History of the Russian Empire 1650-1825*; S Dixon, *The Modernization of Russia: 1682-1825*; M Raef, *Understanding Imperial Russia: State and Society in the Old Regime*; J Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th Century Russia*; P Duker, *The Making of Russian Absolutism, 1613-1801*; D Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Three-hour written examination in the ST.

HY222

France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

This information is for the 2004/05 session.

Teacher responsible: Dr R Boyce, E506

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The course examines the history of French external relations from the collapse of the Third Republic to the start of the Mitterrand presidency. It deals not only with conventional foreign policy but also the period of German occupation between 1940 and 1944, the struggle to maintain a colonial empire until the 1960s, and relations with France's partners in the European Community. French external policy, whether that of Pétain, de Gaulle or their postwar successors, has frequently diverged sharply from the policies of other Western powers and occasionally brought them into confrontation. The course seeks to explain the domestic origins and the peculiarities of French policy.

Content: Foreign and defence policy in the Phoney War; the Vichy régime and Germany; sources of conflict between de Gaulle, Churchill and Roosevelt; French Nazis and the German New Order; the Resistance, the PCF and relations with the Soviet Union; France and the postwar-occupation of Germany; France, the Marshall Plan, and the creation of the Western alliance; the struggle to retain control of Indo-China; the significance of the Schuman Plan of May 1950; the failure of the European Defence Community proposal and German rearmament; France and the Suez crisis; de Gaulle and the struggle for Algeria; the end of the Middle East, North African and Black African empires and the strategy of informal empire; Franco-German relations and Europe; France as a nuclear power; Gaullism and the French foreign policy tradition.

Teaching: 20 lectures (HY222) and 20 classes (HY222.A).

Written work: Students will be expected to write at least four essays and to present a number of brief class reports.

Select Bibliography: A detailed course outline and reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: C de Gaulle, *War Memoirs*, 3 vols (1955-60); J Jackson, *France: the Dark Years, 1940-1944* (2001); R O Paxton & N Wahl (Eds), *De Gaulle and the United States* (1994); A Clayton, *The Wars of French Decolonization* (1994); J W Friend, *The Linchpin: French-German Relations 1950-1990* (1991); J Lacouture, *Pierre*

Mendes France (1984); C G Cogan, *Forced to Choose: France, The Atlantic Alliance and NATO* (1997); A Andereggen, *France's Relationship with Sub-Saharan Africa* (1994).

Assessment: Three-hour written examination in the ST.

HY226 Not available in 2004/05

The Great War 1914-1918

This information is for the 2004/05 session.

Teacher responsible: Professor D Stevenson, E604

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention.

Content: The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: 20 lectures (HY226, MT, LT), given by Professor Knox and Professor Stevenson, and 21 classes (HY226.A).

Written work: Students will be required to write two essays in the MT and two essays in the LT.

Reading list: N Ferguson, *The Pity of War* (1998); H Herwig, *The First World War: Germany and Austria-Hungary, 1914-1918* (London, 1997); G Hardach, *The First World War, 1914-1918* (1977); J Joll, *The Origins of the First World War* (1984); J Keegan, *The First World War* (1998); A Millett & W Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); D Stevenson, *The First World War and International Politics* (1988); H Strachan (Ed), *The Oxford Illustrated History of the First World War* (1998).

Assessment: A three-hour written examination in the ST.

HY230

Early Colonial Empires: Europe and the World 1400-1750

This information is for the 2004/05 session.

Teacher responsible: Dr J-P Rubies, E500

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The purpose of this course is to introduce the theme of the early expansion of Europe by analysing in some detail the Spanish and Portuguese imperial systems in Asia, Africa and America. The course will then go on to study 17th century commercial companies and their impact on European politics through the development of rival colonial projects. The emphasis of the course will be on comparing different colonial systems rather than studying them in isolation. It will consider both European activities and non-European reactions.

Content: Frontier societies in the Latin Christian world and the medieval expansion of Europe; Exploration and discoveries in the Atlantic: explaining Vasco de Gama and Columbus; The Portuguese in Asia: trade, mission, conquest; The Spanish in America: a successful conquest?; Mission and acculturation in the Catholic world; The Dutch and British companies and the question of political economy; Trade and slavery before the 18th century; Asia in the 17th century; America in the 18th century; Colonial competition before and after the war of Spanish succession; The Golden century in Brazil; Encounters and perceptions: savages, despots and the European Enlightenment.

Teaching: 20 lectures and 20 seminars.

Written work: Students will be required to write three essays, and prepare two seminar presentations, one of which will be formally assessed.

Reading list: A full bibliography divided by topics will be provided at the start of the course. Introductory reading includes: J H Parry, *The Age of Reconnaissance. Discovery, exploration and settlement, 1450-1650* (1981); F Fernández-Armesto, *Before Columbus* (1987); L Bethell (Ed), *Colonial Spanish America* (1987); J H Parry, *The Spanish Seaborne Empire* (1990); J H Elliott, *The Old World and the New, 1492-1650* (1970); L McAlister, *Spain and Portugal in the New World, 1492-1700* (1984); C R Boxer, *The Portuguese Seaborne Empire 1415-1825* (1989); B W Diffie & G Winius, *Foundations of the Portuguese Empire 1415-1580* (1977); S Subrahmanyam, *The Portuguese Empire in Asia, 1500-1700* (1993); C R Boxer, *The Dutch Seaborne Empire, 1600-1800* (1998); A M McFarlane, *The British in the Americas, 1480-1815* (1994); P Curtin, *The rise and fall of the plantation complex* (1990); H Furber, *Rival empires of trade in the Orient, 1600-1800* (1976).

Assessment: Three-hour written examination in the ST.

HY232

Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990

This information is for the 2004/05 session.

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: The course will explain the complex route taken by the peoples of East and South East Europe from constituents of the 19th Century empires to full independence at the end of the 20th Century.

Content: The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders. Particular attention will be paid to international developments and to the two European wars, which had a profound impact on these countries? freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region will be discussed. In addition political, economic and cultural theories which formed the background to the emergence of the independent states of Eastern and South Eastern Europe will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States.

Teaching: The course will be taught through 20 weekly lectures and 22 weekly classes.

Written work: Students will be required to write two essays in MT, one essay in LT and one timed essay in ST.

Reading list: R J Crampton, *Eastern Europe in the Twentieth Century* (1994); S K Pavlowitch, *A History of the Balkans 1804-1945* (1999); I Y T Berend, *Decades of Crisis. Central and Eastern Europe before World War II* (1998); A J Prazmowska, *Eastern Europe and the Outbreak of the Second World War* (1999); P G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe* (1979); G Swain & N Swain, *Eastern Europe since 1945* (1993); F Fejto, *A History of the People's Democracies; Eastern Europe since Stalin* (1971); J Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); G Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993).

A full bibliography will be provided at the beginning of the academic year.

Assessment: There will be a three-hour formal examination in the ST.

HY233

Empire and Nation: Britain and India since 1750

This information is for the 2004/05 session.

Teacher responsible: Dr J Chatterji, E602

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: By studying the imperial relationship between Britain and India in the nineteenth and twentieth centuries, the course will investigate the power of imperial rule to shape colonial societies as well as the nature of the colonial nationalisms which have challenged its hegemony.

Content: This course will explain how and why Britain acquired her Indian empire and the techniques by which she sought to derive profit and power from it. It will ask why and to what effect Britain attempted to reform India and look at Indian responses and reactions to these initiatives. The course will describe how India was governed in the heyday of imperialism and look at the ideas that informed imperial policies. It will assess the impulses behind the emergence of Indian nationalism. Gandhi's philosophy, political strategy and campaigns will be discussed; and also the character of the 'mass nationalism' and outbreaks of popular protest associated with these campaigns. The course will examine the growth of political conflict between Hindus and Muslims and explain why Partition accompanied the transfer of power and independence in 1947.

Teaching: There will be 20 lectures and 20 classes. An additional two revision classes will be given in the ST.

Written work: Students will be required to write four essays.

Reading list: A full reading list will be provided at the beginning of the course. The following are essential reading: C A Bayly, *Indian society and the making of the British empire* (Cambridge University Press, 1988); A Seal, *The Emergence of Indian Nationalism* (Cambridge University Press, 1971); P Chatterjee, *Nationalist thought and the colonial world* (Zed Books, 1986); R Guha & G Chakravorty-Spivak (Eds), *Selected Subaltern Studies* (Oxford University Press, Delhi); J Brown, *Gandhi's rise to power* (Cambridge University Press, 1972); M K Gandhi, *Hind Swaraj and other writings* (Ed A J Parel), (Cambridge University Press, 1997); A Jalal, *The*

sole spokesman (Cambridge University Press, 1985).

Assessment: Three-hour written examination in the ST.

HY234

Muslims, Christians and Jews in the Early Modern World

This information is for the 2004/05 session.

Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: The course is wide-ranging both in terms of the area and period covered and the type of history it encompasses. It will shift between three dimensions: (i) Interstate relations which are mostly focused on political and military relations between the great Muslim and Christian states in Europe and North Africa; (ii) Interaction between these groups and between them and Jews on a regional, local and personal level; (iii) The ideological and cultural aspects that shaped and reflected attitudes. It is important to link these three dimensions because they informed the attitudes and policies of states and individuals. Diverse source-material will be used, including the standard secondary reading, specially selected documents, music, literature, art and architecture.

Content: The conflict between Muslims and Christians is ancient and on-going. The two cultures and faiths have fought and cohabited in turn, and their relations have marked the history of the Jews, who acted as intermediaries between them. This course examines this tri-partite relationship during a period of intense ideological and military conflict from the mid-15th century to the early 18th century, focusing on the areas of greatest interaction namely in Europe, the Mediterranean and North Africa. It examines the causes as well as the impact of conflict, taking as key themes the interplay between ideology and military action, between culture and politics, between local and universal loyalties. It examines how even in a period of highly charged ideological war, compromises and peaceful interaction were also possible. How these contrary pressures affected states and individuals will be examined.

Teaching: Weekly lectures and classes up to 40 contact hours, and two revision sessions.

Written work: Students are required to write two essays in the MT, and a presentation and a mock exam in the LT.

Reading list: A full bibliography will be provided at the beginning of the course. Students wishing to commence reading may start with: C Imber, *The Ottoman Empire*; F Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, 2 vols; H Inalcik, *The Ottoman Empire*; B Lewis, *The Muslim discovery of Europe*; J Edwards, *The Jews in Christian Europe*.

Assessment: There will be a three-hour written examination in the ST.

HY235

Modernity and the State in East Asia: China, Japan and Korea since 1840

This information is for the 2004/05 session.

Teacher responsible: Professor O A Westad, E502

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s.

Content: The impact of the arrival of Western imperialism in the mid-19th century, the Meiji reform programme; the rise of Japanese imperialism and the colonization of Korea; the fall of the Qing dynasty; the period of Taisho democracy; Sun Yatsen and the Kuomintang; the birth of the 'left' in China and Japan; development under the Kuomintang state; Japan as a 'fascist' state in the 1930s; the Long March; the road to the Pacific War; the Chinese Civil War; the occupation of Japan; the formation of the two Koreas; Mao and politics in the People's Republic of China; the Sino-Soviet alliance; Japan as an economic superpower; Deng Xiaoping's China; the rise of South Korea and Taiwan as economic powers.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit four essays in all and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J

Spence, *The Search for Modern China*.

Assessment: A three-hour written examination in the ST.

HY236

Race, Sex, and Slavery: The Western Experience

This information is for the 2004/05 session.

Teacher responsible: Dr A Sked, E503

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: A general survey course enabling students both to examine historical change over a much longer period than usual and to examine how human beings behave in contexts which are not exclusively - or even mainly - political. The focus of the course is the individual as a member of a race, family or sexual group, rather than as a political animal.

Content: The course will concentrate on the following areas: attitudes towards race in the classical world; Christianity and race; western attitudes to slavery, the rise and fall of the slave trade; ethnic perils and imperialism; decolonization; anti-semitism; scientific racism; fascism/nazism; racism as a contemporary problem; sexual attitudes in the classical world; in the medieval world; in the era of the Enlightenment; and after the industrial revolution, contemporary liberation movements, especially gays and women.

Teaching: 20 lectures and 22 classes.

Written work: Four essays and two class papers during the academic year.

Reading list: A detailed reading list will be issued at the start of the course, but key books include L Archer (Ed), *Slavery and Other Forms of Unfree Labour*; R Blackburn, *The Overthrow of Colonial Slavery, 1776-1848*; J Boswell, *Christianity, Social Tolerance and Homosexuality. Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*; L P Wilkinson, *Classical Attitudes to Modern Issues*; M Burleigh & W Wippermann, *The Racial State, Germany 1933-1945*.

Assessment: A three-hour written examination in the ST.

HY300

Essay Option

This information is for the 2004/05 session.

Teacher responsible: Dr J Chatterji, E602

Availability: For third year historians.

Core syllabus: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature.

Teaching: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the LT of their second year, and submit a title to the Departmental Manager by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Assessment: The essay must be submitted to the Departmental Office by the second week of the ST in the student's third year, 3 May 2005. It should be typewritten. Precise details on format, presentation and deadline will be issued by the Department at the end of the second year of study.

Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I

This information is for the 2004/05 session.

Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: A document-based study of relations between England and Spain in the second half of the sixteenth century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges.

Content: This course examines one of the best known and least understood periods of Anglo-Spanish relations. Many myths have arisen about the first Elizabethan age. The conflicts with Spain in Europe (especially the Armada of 1588) and the Americas have become a fundamental part of English identity, nurturing a sense of superiority, while the inverse has happened in Spain. The course separates fact from fiction and propaganda; it looks at the policies and personalities of both rulers, their aspirations and problems. There is a brilliant cast of

supporting characters: Drake, Leicester, Burleigh, Hawkins, Raleigh, Granvelle, Don Carlos etc. The course charts the progress of relations from closest amity to irreconcilable enmity, focusing on the internal circumstances (religious and political divisions, commercial benefits etc), and the international elements (religious wars, rebellions in Europe etc) that shaped relations. It will use documents and visual materials, from woodcuts to film.

Teaching: 20 two-hour seminars and two revision classes. An opportunity to discuss essays individually.

Written work: Students are required to do reading for classes and to write two essays, one documentary analysis and to give one presentation.

Reading list: A full reading list will be issued at the beginning of the course, but the following are essential: G Parker, *Philip II*; P Pierson, *Philip II of Spain*; R B Wernham, *Before the Armada*; R B Wernham, *After the Armada*; C Read, *Mr Secretary Walsingham and the Policy of Queen Elizabeth*; W T MacCaffrey, *Elizabeth I*; M J Rodriguez-Salgado et al, *Armada. Catalogue of the National Maritime Museum Exhibition*; W T MacCaffrey, *Queen Elizabeth and the making of Policy*; W T MacCaffrey, *The Shaping of the Elizabethan Regime 1572-88*.

Assessment: Three-hour examination in the ST.

HY303

Russia in Revolution, 1914-1921

This information is for the 2004/05 session.

Teacher responsible: Dr Anita Prazmowska, E494

Availability: Primarily for 3rd year BA History students, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: This course involves a detailed study, based on documentary material, of the two revolutions of 1917 and the consolidation of Bolshevik rule, with reference to both internal developments and foreign relations.

Content: The impact of the First World War and the February Revolution; the period of the Provisional Government including domestic policies and foreign relations; social and economic problems in the countryside and the towns in 1917 and the spread of Marxist ideas; the June offensive and the Kornilov affair; Bolshevik ideology and the Bolshevik Revolution; the Allied intervention and the Civil War; Bolshevik social and economic policies, including the treatment of the peasant problem, War, Communism and the introduction of the New Economic Policy; the development of the Bolshevik Party, including treatment of opposition within and outside the Party; the theory of World Revolution, Treaty of Brest-Litovsk and the first stages of Bolshevik foreign policy; the foundation of Comintern and relations with foreign communists.

Teaching: 22 meetings of two-hours (HY303) throughout the Session.

Written work: Students are required to write four pieces of written work, one essay per term during MT and LT and two document exercises during LT.

Reading list: Documents from Martin McCauley (Ed), *The Russian Revolution and the Soviet State, 1917-21*. Introductory reading: E Acton, *Rethinking the Russian Revolution*; S Fitzpatrick, *The Russian Revolution*; R Service, *Society and Politics in the Russian Revolution*; D Kaiser (Ed), *The Workers Revolution in Russia 1917: The View from Below*; D Koenker (Ed), *Party, State and Society in the Russian Civil War*; James D White, *Lenin*.

Assessment: A three-hour written examination in the ST.

HY304

Germany's New Order in Europe, 1939-1945

This information is for the 2004/05 session.

Teacher responsible: Dr S Onslow, E408

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The Nazi regime and its wartime domination of Europe: preconditions, aims, dynamics, methods, and consequences. The course aims to introduce students to the use of primary sources and to a variety of methods and interpretative perspectives; to provide a comprehensive knowledge of Germany's role in this crucial period in European history; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the Nazi 'experiment'.

Content: The 12 years of the Nazi regime have been more extensively studied than any other period in German history. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its domination of Europe during the Second World War, and of the salient debates on its nature, actions, and place in European and world history. Topics covered in lectures and

discussion include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as the officer corps and big business; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; Gestapo terror and the Germans as an interactive process; the German resistance; the regime's ruinous end; and its imprint on post-war German society.

Teaching: 21 two-hour seminars (HY304.A, MT, LT, ST), all conducted by Dr Onslow.

Written work: Students will be expected to submit two 2,000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course Assessment. But they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, vols 2-4 (Exeter, 1983-1998); A Hitler, *Mein Kampf* (New York, London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 4th edn, 2000); K Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973).

Assessment: A three-hour written examination in the ST.

HY311

The United States and the Vietnam War: An

International History, 1945-1975

This information is for the 2004/05 session.

Teacher responsible: Dr Steven Casey, E601

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations, timetabling constraints and teaching capacity permit. This course is capped.

Core syllabus: The evaluation of the United States' involvement in Vietnam from the end of World War II to the unification of Vietnam.

Content: The Vietnam War remains a defining event not only for Americans and Vietnamese but for the understanding of Cold War international history and modern warfare. This course will weave together the various aspects of this lengthy conflict and its impact on American and Vietnamese society and politics as well as the general development of international relations. The topics covered include: World War II and Indochina, the origins of American involvement, the French Indochina War, the division of Vietnam in 1954, the deepening American commitment during the Eisenhower, Kennedy and Johnson presidencies, the domestic (American and Vietnamese) context of the war, the role of the Soviet Union and the People's Republic of China, the impact of the Vietnam conflict on United States relations with its allies, the strategies of war, the 'Vietnamization' of the war during the Nixon presidency, the end of American involvement, the legacies of the war.

Teaching: There are 20 classes and two revision classes. Students should prepare for classes by reading material listed under the recommended reading.

Written work: Students are required to write three essays and two gobbet exercises during the year.

Reading list: A full bibliography accompanies the course and the teacher will advise on reading. Students are encouraged to use primary sources, such as the course pack, in their reading. The following books are examples of the many works that cover most of the issues explored in this course: R J McMahon, *Major Problems in the History of the Vietnam War* (1995); G Herring, *American's Longest War* (1979, or later edn); I Gaiduk, *The Soviet Union and the Vietnam War* (1996); M Gilbert, *Why the North won the Vietnam War* (2002); R Schulzinger, *A Time for War* (1997).

Assessment: A three-hour written examination in the ST.

HY312

From Suez to the Six Day War; Britain, the United States

and Arab Nationalism, 1952-1970

This information is for the 2004/05 session.

Teacher responsible: Dr N Ashton, E409

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit.

Core syllabus: This course will examine British and American responses to the challenge of Arab Nationalism during the years 1952-1970.

Content: This special paper covers the period from the Egyptian Revolution of 1952, through the Suez Crisis of 1956, to the Arab-Israeli War of 1967. It will consider the attempts of successive British Governments to hold on to Britain's role in the Middle East, and the interests which underpinned this strategy. It will also look at the increasing involvement of the United States in the region, both in competition and co-operation with Britain. The responses of both governments to the challenge posed by the Egyptian leader, Gamal Abdel Nasser, whose tenure of power corresponds to the period covered here, will be central to the paper. Key events covered will include: the creation and expansion of the Baghdad Pact; the Anglo-American attempt to broker an Arab-Israeli peace through "Project Alpha"; the crisis in Jordan in the winter of 1955; the Suez crisis; the crises in Syria in the summer of 1957 and Lebanon in 1958; and the Iraqi threat to Kuwait in 1961; the Yemeni Civil War; the Arab Cold War of the 1960s; the June 1967 Arab-Israeli War; British withdrawal from East of Suez; the 1970 Jordanian Civil War.

Teaching: The course will be taught by means of 22 weekly classes of two-hours duration.

Written work: Students will be required to submit two essays and one document answer during the MT and LT. There will be a timed class essay in the ST.

Reading list: A detailed reading list and document pack will be available at the start of the session. The majority of the documents are drawn from recently declassified collections in British and American archives. For introductory reading see: N J Ashton, *Eisenhower, Macmillan, and the Problem of Nasser: Anglo-American Relations and the Arab Nationalism, 1955-59* (1996); M Kerr, *The Arab Cold War* (1971); R Owendale, *Britain, The United States and the Transfer of Power in the Middle East, 1945-62* (1996); P Seale, *The Struggle for Syria* (2nd edn, 1987); P Woodward, *Nasser* (1992).

Assessment: A three-hour written examination in the ST.

HY313 Not available in 2004/05

The International History of East Asia, 1914-1945

This information is for the 2004/05 session.

Teacher responsible: Dr Antony Best, E408

Availability: Primarily for third year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Pre requisites: There are no formal requirements, but some knowledge of the history of East Asia would be useful.

Core syllabus: The course will examine the major events in the international history of East Asia from the outbreak of the First World War to the end of the Pacific War.

Content: Subjects covered by the course include: the Great War in East Asia; the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs.

Teaching: The course will be taught by both lectures and classes. There will be 22 lectures and 22 classes held in the MT, LT and ST.

Written work: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential:

M Barnhart, *Japan and the World since 1868*; A Best, *Britain, Japan and Pearl Harbor*; P Calvocoressi, G Wint & J Pritchard, *Total War*; W Cohen (Ed), *Pacific Passage*; B Cumings, *Korea's Place in the Sun*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; O A Westad, *Cold War and Revolution*.

Assessment: There will be a three-hour written examination in the ST which accounts for 75% of the mark. An assessed 2,500-word essay will make up the remaining 25%.

HY314

Representing the Past: Historiography and Historical

Methods

This information is for the 2004/05 session.

Teachers responsible: Dr N P Ludlow, E508 and others

Availability: For third year historians (BA History).

Core syllabus: The purpose of the course is to provide advanced undergraduate students with an overview of historiography from ancient times to the present and an introduction to the methodological implications of a wide range of present types of historical writing.

Content: The syllabus is divided into four sections: the first will examine a sequence of different 'schools' of history-writing from the ancient Greeks to post-modernism; the second part focuses on the handling of evidence

and types of historical output; the third section will be devoted to branches of historical study which students may not have encountered in detail previously, such as military, economic and intellectual history, and the role of gender and ideology; finally, the course will examine a range of perennial topics and debates relevant to a variety of historical contexts, such as of revolutions, nationalism, imperialism and genocide.

Teaching: 22 seminar sessions (two-hours in duration) given by Dr Ludlow and selected members of the departmental staff.

Written work: Students will be required to complete four essays drawn from the approved essay list.

Reading list: A full reading list will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*.

Assessment: Three-hour written examination in ST.

HY315 Not available in 2004/05

The European Enlightenment, c.1680-1830

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The 18th century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin present-day Western ideology and culture. This document-based course will attempt to outline its origins, varieties and historical significance. Particular attention will be given to the creation of a 'science of man' which reshaped philosophical, religious and political priorities in elite culture which in turn made an impact upon the realm of popular culture and belief.

Content: The Enlightenment is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. But while the course aims to investigate ideas and concepts in detail, it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Within this broad framework the following large themes provide the subject matter of both lectures and classes in the MT: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant - among others - will be highlighted using primary texts. In the LT the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course will end with a consideration of the image of the Enlightenment in the 19th and 20th centuries and of its alleged role in the 'foundation myth' of modernity.

Teaching: There will be 20 lectures (HY315) and 20 classes (HY315.A) held in the MT and LT, and two revision sessions.

Written work: Two conventional essays, one analytical study of documents, and one timed essay.

Reading list: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, *The culture of power and the power of culture* (2002); D Outram, *The Enlightenment* (1995); T Munck, *The Enlightenment* (2000); R Porter, *The Enlightenment* (2001).

Anthologies: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: Three-hour written examination in the ST.

HY316

The Independence and Partition of India

This information is for the 2004/05 session.

Teacher responsible: Dr J Chatterji, E602

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken

by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: What were the forces which led to the Partition of India in 1947: British policy, Muslim separatism or the unitary impulses of Indian nationalism?

Based upon specific sources and documents, this course will explore why the end of British rule in India was accompanied by Partition and the creation of Pakistan and assess some of the consequences of Partition for the subcontinent after independence.

Content: The course will be divided into two parts. In the first part, students will be introduced to Indian society, culture and politics under British rule, with a view to explaining the forces behind the emergence of separate and antagonistic 'Hindu' and 'Muslim' communal identities. In the second part the course will examine, in considerable detail and with the use of documents, politics in India between 1937 and 1947, with a particular emphasis on the complex negotiations for the transfer of power. It will explain why Partition was the outcome of these negotiations.

It will also discuss some of the unresolved legacies of Partition and explain why these have continued to cause instability and conflict in South Asia.

Teaching: There will be 20 lectures and 22 classes.

Written work: Students will be required to read documents and secondary literature for classes and to write four essays.

Reading list: A full reading list will be issued at the beginning of the course.

The following are essential reading: F C R Robinson, *Separatism among Indian Muslims* (Cambridge University Press, 1974); G Pandey, *The construction of communalism on colonial North India* (Oxford University Press, Delhi, 1990); A Jalal, *The sole spokesman* (Cambridge University Press, 1985); Mushirul Hasan (Ed), *India's Partition* (Oxford University Press, Delhi, 1993); M Hasan, *Legacy of a divided nation* (Oxford University Press, Delhi, 1997); J Chatterji, *Bengal divided* (Cambridge University Press, 1994); A Lamb, *The incomplete partition: the genesis of the Kashmir dispute* (Roxford Books, 1997).

Assessment: Three-hour written examination in the ST.

HY317

Politics and Culture in Early Modern Europe: From the Renaissance to the Scientific Revolution, 1500-1640

This information is for the 2004/05 session.

Teacher responsible: Dr J-P Rubiés, E500

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: This course will study a number of central texts in the cultural revolution of the sixteenth and seventeenth centuries, reading them contextually and in a coherent sequence. It will aim at understanding the way in which fundamental processes of the period were debated or analysed by a number of significant writers, and how these debates transformed the cultural horizons of the Europeans. There will be a particular emphasis on the relation between religious controversy, secular learning and the formation of the state.

Content: A series of introductory lectures will focus on major events like Humanism and the Renaissance, the Reformation and the Counter Reformation, the discovery and conquest of America, Europe and the Ottomans, the French Wars of Religion, the Dutch revolt, the rise and decline of Spain, the Thirty Years War, and the Scientific Revolution. Each of these topics will be used as background for a more focused analysis of the cultural and intellectual history of the period, including texts by Machiavelli, Castiglione, Erasmus, Luther, Ignatius Loyola, Cortés, Las Casas, Bodin, Montaigne, Bacon, Galileo, Grotius and Descartes.

Teaching: 20 lectures and 20 seminars combined in a weekly two-hour session.

Written work: Students will be required to write three essays, and prepare two seminar presentations, one of which will be formally assessed.

Reading list: A full bibliography will be provided at the start of the course, including a wide selection of primary texts. Background reading includes: J H Burns & M Goldie (Eds), *The Cambridge History of Political Thought 1450-1700*; A G Dickens, *The Counter Reformation* (1968); J H Elliott, *Spain and its World 1500-1700* (1989); F Gilbert, *Machiavelli and Guicciardini* (1965); J Franklin, *Jean Bodin and the rise of Absolutist Theory* (1976); J Henry, *The scientific revolution and the origins of modern science* (1997); H G Koenigsberger, *Politicians and Virtuosi. Essays in early Modern History* (1986); P Kristeller, *Renaissance thought* (1961); H G Koenigsberger & G Mossé, *Europe in the sixteenth century* (1989); G Parker, *The Dutch Revolt* (1985); R Popkin, *The history of scepticism from Erasmus to Spinoza* (1979).

Assessment: Three-hour written examination in the ST.

HY318

Leadership or Detachment? British Policy towards Western Europe, 1945-1973

This information is for the 2004/05 session.

Teacher responsible: Dr N Piers Ludlow, E508

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: The course will focus on Britain's relations with and policy towards its Continental neighbours during the first three post-war decades. A variety of published and unpublished documents will be used to explore Britain's role in this vital formative period for Western Europe.

Content: Britain's response to the Marshall Plan, Britain's role in the birth of NATO, the Empire and Atlantic alternatives to Europe in British planning, the Schuman Plan and the 1950 split, the European policies of the 1951-4 Churchill government, Britain and the issue of German rearmament, Britain's rejection of the Messina process and the EEC, the 1956-8 free trade area scheme, the formation of EFTA, the first British application to the EEC, the nuclear politics of Macmillan's EEC membership bid, the European policies of Wilson's first and second terms, the successful entry negotiations under Heath, the legacy of late arrival, and the political, economic and popular determinants of British policy.

Teaching: The course will be taught through 20 weekly lectures (10 in MT and 10 in LT) and 22 compulsory weekly classes. The latter will be centred around the discussion and analysis of a variety of primary documents. The final three classes are intended for revision.

Written work: Students are required to write at least four essays.

Reading list: A detailed reading list will be issued at the start of the course, but key titles include: Milward, *The Rise and Fall of a National Strategy, 1945-1963* (2002); Bayliss, *The Diplomacy of Pragmatism: Britain and the Formation of NATO, 1942-9* (1993); Young, *Britain, France and the Unity of Europe, 1945-51* (1984); Bartlett, *The Special Relationship: A Political History of Anglo-American Relations since 1945* (1992); Dell, *The Schuman Plan and the British Abdication of Leadership in Europe* (1995); Dockrill, *Britain's Policy for West German Rearmament 1950-1955* (1991); Kaiser, *Using Europe, Abusing the Europeans. Britain and European Integration, 1945-1963* (1996); Camps, *Britain and the European Community, 1955-63* (1964); Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (1997); Wilkes, *Britain's Failure to Enter the European Community, 1961-3: the enlargement negotiations and crises in European, Atlantic and Commonwealth relations* (1997); Kitzinger, *Diplomacy and Persuasion: How Britain joined the Common Markets* (1973).

Assessment: Three-hour written examination in the ST.

HY319

Napoleon and Europe

This information is for the 2004/05 session.

Teacher responsible: Professor Janet Hartley, E405

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Core syllabus: Napoleon and the Napoleonic empire helped to shape the modern world. The Napoleonic empire comprised much of Europe and its impact was felt throughout Europe and in parts of the non-European world. The era of the Napoleonic empire profoundly influenced the development of a modern European society and states system. As well as analysing how the empire was created and how it fell, the course examines its impact on the states and regions incorporated into it and the reaction of the states that remained outside it. Several themes are developed, in particular: the empire's impact on European society, states, religion, and the economy, the nature of popular resistance, and the development of national identities. The course concludes with an assessment of the historiography of Napoleon. Use will be made of primary printed sources, slides and video.

Content: The military and diplomatic history of the Napoleonic Wars; changes in armies, navies and warfare; the impact of empire on France and on other countries and regions incorporated within the empire (for example, Low Countries, Rhineland, German and Italian states) and on countries and regions outside the empire (England, Ireland, Portugal, Austria, Hungary, Prussia, Poland, Russia); the economy of war and the Continental System; the impact of the empire on law, constitutionalism, society, and Church-State relations; popular resistance and the development of national identity in reaction to Napoleon; developments in the arts; the diplomacy of warfare and the diplomatic system after 1815; monarchical reaction; revolution 1815-25; the historiography of Napoleon.

Teaching: 22 two-hour seminars.

Written work: Two conventional essays, one analytical study of documents and one timed essay.

Reading list: A full reading list will be provided at the beginning of the course. Useful introductory reading includes: G Ellis, *The Napoleonic Empire*; M Broers, *Europe under Napoleon 1799-1815*; C Esdaile, *The French Wars*; S J Woolf, *Napoleon's Integration of Europe*; P G Dwyer (Ed), *Napoleon and Europe*; M. Rowe (Ed), *Collaboration and Resistance in Napoleonic Europe*; D Laven, L Riall (Eds), *Napoleon's Legacy*; P Geyl, *Napoleon, For and Against*.

Assessment: A three-hour written examination in the ST.

HY320

The Cold War Endgame

This information is for the 2004/05 session.

Teacher responsible: Dr K Spohr Readman, E507

Availability: Primarily intended for third-year BA History students. BSc International Relations and History, General Course and outside option students may also take it so long as they are not taking IR308. BSc International Relations students may not take this course.

Core syllabus: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the Cold War confrontation between the United States and the Soviet Union transformed itself so suddenly and so rapidly into the collapse of (European) communism, German unification and the end of the USSR and her empire.

Content: Topics will include: the fall of detente and the Afghan war; the second Cold War of the early 1980s and transatlantic turmoil (SDI and Euromissiles); the Polish crisis of 1980-81; the effects of the Helsinki Final Act; Gorbachev's new thinking and reforms in the USSR; Reagan and Gorbachev: superpower engagement; Gorbachev and eastern Europe; German unification: domestic and international aspects; Kohl, Mitterrand and European Union; the eastern European revolutions and the collapse of the Soviet empire; the Baltic independence struggle and Soviet disintegration; explanations and interpretations of the end of the Cold War. The discussion in each seminar will draw on a combination of primary and secondary material.

Teaching: 22 two-hour seminars. Students are expected to keep up with readings (documents and primary/secondary literature) for the weekly meetings, and to participate in the seminar discussions.

Written work: Students will be required to present a number of class papers, and to submit two essays and one document answer during MT and LT. There will also be a timed class essay in ST.

Reading list: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course. The following works are recommended as essential reading: A Brown, *The Gorbachev Factor* (1996); R L Garthoff, *The great transition: American-Soviet relations and the end of the Cold War* (1994); Idem, *Detente and confrontation: American-Soviet relations from Nixon to Reagan* (1985); J Levesque, *The Enigma of 1989: The USSR and the Liberation of Eastern Europe* (1997); C S Maier, *Dissolution: the crisis of Communism and the end of East Germany* (1997); P Zelikow & C Rice, *Germany unified and Europe transformed: a study in statecraft* (1995); H Adomeit, *Imperial overstretch: Germany in Soviet policy from Stalin to Gorbachev* (1998); A Lieven, *The Baltic states: Latvia, Lithuania and Estonia, and the path to independence* (1993); R Summy & M E Salla (Eds), *Why the cold war ended: a range of interpretations* (1995); O A Westad, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Idem, *The fall of detente: Soviet-American relations during the Carter years* (1997). Also students should familiarise themselves with the Cold War International History Project homepage (<http://cwihip.si.edu>) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The end of the Cold War'.

Assessment: A three-hour written examination in the ST.

ID100

Employment Relations

This information is for the 2004/05 session.

Teachers responsible: Dr Sarah Ashwin, H709 and Mr Stephen Dunn, H711

Availability: Compulsory for 1st year BSc Industrial Relations and Human Resource Management; available for other Bachelor's degrees or Diplomas where permitted.

Core syllabus: The syllabus introduces students to the complex relationships between employers, managers, workers, trade unions and the state. It builds from the perspective of the individual worker and his/her job and proceeds, via discussion of management strategies and trade union responses, to contemporary views on globalisation and its impact on state policy.

Content: The employment relationship in theory. Work and work methods. Job design. Emotional labour. Japanisation. Human resource management. Individual and collective resistance at work. Collective bargaining, trade unions and their impact. Industrial conflict and the right to strike. The role of the state. Employment law. The state as employer.

Transition economies. Globalisation.

Teaching: Weekly lectures (ID100) in MT/LT/ST are given by Dr Sarah Ashwin and Mr Stephen Dunn. Associated weekly classes (ID100) start in the second week of the first term.

Written work: As well as contributing to class discussion, students are expected to provide two pieces of written work per term (ML).

Reading list: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied. However the following are useful; M Noon & P Blyton, *The Realities of Work*, 2nd edn, 2002; P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 3rd edn, 2004.

Assessment: Three-hour unseen examination in the ST. Students will be required to answer four out of 15 questions which will be related to material covered in lectures and classes.

ID200

Organisational Theory and Behaviour

This information is for the 2004/05 session.

Teacher responsible: Dr Mary Logan

Availability: This course is an option available to Bachelor's (ID200) and Master's degree students (ID403/ID404) where the regulations permit.

Core syllabus: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee attitudes and behaviour in the organisational context. **Content:** Individual behaviour including: personality, emotion, decision making, values, attitudes, motivation and performance. Group and inter-group processes including: conflict and persuasion, power and politics, and leadership. Organisational structure including: design of work, employee participation, empowerment. Organisational dynamics will address: organisational change and resistance to change, organisational culture, social identity theory, and cross cultural management.

Teaching: Lectures: weekly Dr Ginka Toegel and Dr Mary Logan.

Classes: weekly, starting in week two MT.

Written work: Undergraduate students are required to submit four pieces of written work throughout the year.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; S Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Assessment: Summer examination. Separate papers are set for undergraduate and graduate students.

ID202 Half Unit

Economics of the Labour Market: Economic Analysis of Unions

This information is for the 2004/05 session.

Teacher responsible: Professor David Metcalf, H707

Availability: Available to students on BSc Human Resources Management and Employment Relations, BSc Industrial Relations and Human Resource Management and BSc Management.

Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- labour market deregulation
- collective bargaining, union membership and objectives
- closed shop, industrial action, arbitration
- Impact on firm performance, pay and jobs.

Teaching: Lectures ID202 10 weekly LT. Classes ID202 14 weekly LT, ST. (Note: undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, *The Economics of the Trade Union*, CUP, 1995.

Assessment: Formal two-hour examination. One compulsory section and one other question chosen from about three questions.

ID203 Half Unit

Economics of the Labour Market: Pay

This information is for the 2004/05 session.

Teacher responsible: Professor David Metcalf, H707

Pre-requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- pay distribution

- pay structures by occupation, industry and gender
- institutions: public sector, unions and national minimum wage
- inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.

Teaching: Lectures ID203 10 weekly MT. Classes ID203 14 weekly MT, ST. (Note: undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: is: S Polachek & S Siebert, *The Economics of Earnings*, CUP, 1993 (paperback); E Lazear, *Personnel Economics for Managers*, John Wiley, New York, 1998.

Assessment: Formal two-hour examination. One compulsory section and one other questions chosen from about three questions.

ID290

Human Resource Management

This information is for the 2004/05 session.

Teacher responsible: Ms Sue Fernie, H804

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management. It is available for other Bachelor's degrees and Diplomas as regulations permit.

Pre-requisites: No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either before, after or in conjunction with ID200 **Organisational Theory and Behaviour**

Core syllabus: To understand social science theory and research relevant to human resource management; to be aware of the main managerial problems in designing strategies and policies; to be able to assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Content: The problems of managing the human resource and the high involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recruitment and selection, reward systems; teamworking; communications and representative structures; leadership; employee involvement. The significance of Human Resource Management- does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination?

Teaching: Lecture: ID290, weekly MT/LT/ST. Classes: ID290.A, weekly MT/LT/ST. There will be some integrated sessions organized around case studies.

Written work: Students are required to write two essays and present papers throughout the year. It is essential that students come to classes prepared.

Reading list: There is no one textbook covering the range of the material presented but there are some useful introductions and we recommend that you purchase: J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, Wiley, 1999; W P Anthony, P L Perrewe & K M Kacmar, *Strategic Human Resource Management*, Dryden, 1996; K Legge, *Human Resource Management*, Macmillan, 1995.

Assessment: One three-hour examination paper, four questions to be answered from approximately 12 questions.

ID300

Selected Topics in Employment Relations

This information is for the 2004/05 session.

Teacher responsible: Ms Sue Fernie, H804

Availability: This course is compulsory for the BSc Industrial Relations and Human Resource Management.

Pre-requisites: It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in the contemporary industrial relations, through study or experience.

Core syllabus: The aim of this course is to explore in depth some central problems and issues of Industrial Relations and Human Resource Management.

Content: The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment. In the MT the course usually examines topical issues in British Industrial Relations, whilst in the LT a comparative perspective is adopted.

Teaching: 24 two-hour seminars.

Written work: Students will be expected to read assigned texts and be prepared to discuss their significance. Each student will be expected to complete two essays over the session.

Reading list: A full reading list and seminar programme will be issued at the beginning of the course.

Assessment: Three-hour unseen examination.

ID314 Half Unit

Industrial Psychology

This information is for the 2004/05 session.

Teacher responsible: Dr Hyun-Jung Lee, H710

Availability: Available to students on the BSc Industrial Relations and Human Management and to other students as regulations permit. The lecture programme is the same as for ID414 but students attend separate classes.

Core syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in human resource management and organizational behaviour where psychology has a particular contribution to make.

Content: Work attitudes and motivation. Group processes. Perception and cognition. Personality and individual differences. Leadership. Stress. Diversity and cross-cultural issues in organization.

Teaching: The course is taught by Dr Hyun-Jung Lee.

Lecture: one-hour weekly through the MT.

Classes: (ID314.A) (one-and-a-half hours) x 10, MT. (one-and-a-half hours) x three, ST.

Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. J Arnold et al, *Work Psychology*, Pitman; S A Haslam, *Psychology in Organizations: the social identity approach*; R M Steers & L W Porter, *Motivation and Leadership at Work*, McGraw-Hill; P B Warr, *Psychology at Work*, Penguin.

Assessment: 1. A formal two-hour examination in the ST. Students should answer two questions out of a choice of seven (70%).

2. A written assignment of not more than 2,000 words (30%).

ID399

Employment Relations Project

This information is for the 2004/05 session.

Teacher responsible: Dr Sarah Ashwin, H709

Availability: Optional for BSc Industrial Relations and Human Resource Management and BSc Human Resource Management and Employment Relations, may only be taken in the third year.

Content: To be determined in each particular case by the supervisor and the student.

Teaching: Individual tutorials by arrangement.

Written work: 10,000 word project.

Assessment: Project to be handed in to the Department Office in H806 by 16.00 on Monday 25 April 2005.

IR100

The Structure of International Society

This information is for the 2004/05 session.

Teacher responsible: M Cox, D408

Availability: Where regulations permit.

Core syllabus: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

Content: 1. The modern international system and the emergence of the academic study of international relations; realism, idealism and the 'English School'; contemporary theories. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Reading list: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), *Globalisation and World Politics*, 2nd edn, (Oxford UP, 2001); C Brown, *Understanding International Relations*, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, *Introduction to International Relations* (OUP, revised edn., 2003).

Teaching: Lectures: IR100. 20 Lectures, MT and LT.

Classes: IR100.A 20 classes, beginning week three MT, plus two revision sessions in ST.

Written work: Students are required to write four essays of approximately 1,500 words, and to give at least one class presentation.

Assessment: A formal three-hour examination in the ST (100%). Sample papers are included in the full course description.

IR200

International Political Theory

This information is for the 2004/05 session.

Teacher responsible: Dr P Wilson, D516

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Core syllabus: This is the core subject for specialists in international relations. It consists of a survey, in two parts, of thinking about international relations, with emphasis on the political aspects. The first part deals with classical theory, the second with modern.

Content: Ways of explaining and understanding international relations from Machiavelli, Grotius and Hobbes to the present day. The chief concerns are war, peace, international law and order, international justice, power, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national self-determination, stability, change, human rights, international organization.

Teaching: There are 22 lectures (IR200) in the MT, LT and ST and 22 classes, beginning in the third week of the MT (IR200.A).

Written work: Students are required to write four essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.

Reading list: Chris Brown, *Understanding International Relations*; H Bull, *The Anarchical Society*; E H Carr, *The Twenty Years' Crisis*; I Clark, *The Hierarchy of States*; M Donelan, *Elements of International Political Theory*; F H Hinsley, *Power and the Pursuit of Peace*; M Wight, *International Relations: The Three Traditions*; K Hutchings, *International Political Theory*; C Brown, T Nardin & N Rengger, *International Relations in Political Thought*.

Supplementary materials: At the first lecture a full reading list will be distributed setting out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of 12.

IR201

Europe's Institutional Order

This information is for the 2004/05 session.

Teachers responsible: Dr K E Smith, D415 in MT and ST and Dr S Economides, D709, in LT

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History second year.

Pre-requisites: Background in International Relations desirable.

Core syllabus: Examination of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member states and international relations in general.

Content: The importance of international organisations for European states. Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European organisations. Sub-regional organisations in Europe.

Teaching: There will be 19 weekly lectures (IR201), throughout the MT and into LT, and 19 weekly classes (IR201.A), starting in week 3 of the MT, plus two revision classes.

Written work: Students are expected to write three essays of a maximum length of 1,500 words each to be set and marked by the class teachers.

Reading list: Useful introductions to the subject include: Clive Archer, *Organizing Western Europe* (Edward Arnold, 1990); Stuart Croft et al, *The Enlargement of Europe* (Manchester University Press, 1999); Desmond Dinan, *Ever Closer Union? An Introduction to the European Union* (Macmillan, 1999); Brigid Laffan, *Cooperation and Integration in Europe* (Routledge, 1992); Hugh Miall, *Shaping the New Europe* (Pinter, 1993); Peter Stirk & David Weigall, *The Origins and Development of European Integration* (Cassell, 1998); J de Wilde & H Wiberg (Eds), *Organized Anarchy in Europe: The Role of Intergovernmental Organizations* (Tauris, 1996).

Assessment: One 5,000-word long essay (20%), to be submitted on the last day of LT. One three-hour written examination (80%) in the ST.

IR300

Foreign Policy Analysis I

This information is for the 2004/05 session.

Teachers responsible: Dr C Alden, D608 and Dr J Haacke, B702

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Core syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Content: The external and internal influences on decision-making in foreign policy; the importance of bureaucracy, domestic political systems, economic development, and the groups affected by foreign policy; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the relationship

between identity and foreign policy; the effect of transnationalism on foreign policy; and the new geo-politics and foreign policy. The discussion classes combine a discussion of these theories with their application to the foreign policies of major powers in the international system. A detailed programme of lectures will be provided at the start of the session.

Reading list: M Clarke & B White (Eds), *Understanding Foreign Policy: The Foreign Policy Systems Approach*, Edward Elgar, 1989; C Hill, *The Changing Politics of Foreign Policy*, Palgrave, 2003; C Hill & M Light, 'Foreign Policy Analysis' in Margot Light & A J R Groom (Eds), *International Relations: A Handbook of Current Theory*, Pinter, 1986, pp 156-173; L Jensen, *Explaining Foreign Policy*, Prentice Hall, Englewood Cliffs, 1982; M Light, 'Foreign Policy Analysis' in A J R Groom & Margot Light (Eds), *Contemporary International Relations: A Guide to Theory*, Frances Pinter, 1994, pp 93-108; Steven Hook (Ed), *Comparative Foreign Policy: adaptation strategies of the Great and Emerging Powers*, Prentice-Hall, 2002; P A Reynolds, *An Introduction to International Relations*, (3rd edn), Longmans, 1994, Part II and Part IV.

A full list of references will be provided at the start of the course.

Teaching: 10 weekly Foreign Policy Analysis lectures (IR300.2) in MT, followed by 15 Contemporary Foreign Policy in Practice lectures (IR300.1) in LT. Classes: IR300.2A, 20, weekly, MT and LT (starting in week three MT), including two revision classes. Students will find IR902 (10 lectures, weekly, LT) useful.

Written work: Students are required to write four essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

Assessment: A formal three-hour examination in the ST.

IR300.1

Contemporary Foreign Policy in Practice

This information is for the 2004/05 session.

Teacher responsible: Dr C Alden, D608 and Dr J Haacke, B702

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own or as part of the teaching for the BSc Foreign Policy Analysis I course (IR300). It is only available as credit for General Course students as part of IR300 as a whole.

Core syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Content: An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, Japan, India and China.

Teaching: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be fifteen lectures in all, held in LT.

Reading list: Recommended texts include

(a) **The United States:** Michael Hunt, *Ideology and US Foreign Policy*; G John Ikenberry (Ed), *American Foreign Policy: Theoretical Essays*.

(b) **The United Kingdom:** P Byrd (Ed), *British Foreign Policy under Thatcher*; Michael Clarke, *British External Policy-Making in the 1990s*.

(c) **The Soviet Union/Russia:** J Steele, *The Limits of Soviet Power*; M Light, *The Soviet Theory of International Relations*.

(d) **France:** Edward A Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.

(e) **China:** T W Robinson & D Shambaugh (Eds), *Chinese Foreign Policy: Theory and Practice* (Oxford: Clarendon Press, 1994).

(f) **India:** BR Nayar, *India in the World Order: Search for Major Power Status* (Cambridge: Cambridge UP 2003).

(g) **Japan:** Glenn Hook, et al, *Japan's International Relations: Politics, Economics and Security* (London: Routledge 2000).

IR301

International Institutions I

This information is for the 2004/05 session.

Teacher responsible: Dr S Economides, D709

Availability: Where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law).

Core syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration, interdependence and globalization; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of

international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions; secretariats and intergovernmental assemblies and councils.

Teaching: Lecture series (IR301). Classes (IR301.A). There will be 20 lectures, throughout the MT and LT, and first two weeks of ST, and 20 classes, starting in week three of the MT and continuing through the LT (up to ST week two), followed by two revision classes.

Written work: Students are expected to write four essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in class. Class teachers will set and mark the essays and presentations.

Reading list: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; A LeRoy Bennett, *International Organizations: Principles and Issues* (7th edn), Prentice-Hall, 2002; F S Northedge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World: The UN's Roles in International Relations* (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor & A J R Groom (Eds), *International Institutions at Work*, Pinter, 1988; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993.

These are useful introductions, beyond which students are expected to read widely, in books and articles; lists to be issued in lectures and classes.

Assessment: One three-hour written examination in the ST.

IR302

The Ethics of War

This information is for the 2004/05 session.

Teacher responsible: Dr K Dalacoura, D412

Pre-requisites: Background in international relations, political science or philosophy is a prerequisite.

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History 3rd year.

Core syllabus: The course examines the development of the just war tradition and the ways in which it has influenced, and it has been influenced by, the conduct of war.

Content: The beginnings of the ethical tradition: Christian thought, Immanuel Kant and John Stuart Mill. The realist and pacifist challenges to the ethics of war. A detailed examination of *ius ad bellum* and *ius in bello* principles. The ethics of nuclear deterrence. Guerrilla warfare and terrorism. Gender and war. Issues of guilt, responsibility and justice. Just war and Islam. Case studies: World War II, Chechnya, Kosovo.

Teaching: Lectures: IR302, weekly for 16 weeks, ML. Classes: IR302A, weekly for 16 weeks, including 2 revision classes. Four compulsory video showings.

Written work: Four essays of approximately 1,500 words and one class presentation.

Reading lists: Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books, 3rd edn, 2000; Gordon Graham, *Ethics and International Relations*, Blackwell, 1997; B. Coppieters and N. Fotion (eds), *Moral Constraints on War: Principles and Cases*, Lanham, Lexington Books, 2002. A detailed reading list is distributed.

Assessment: ST, formal, three hours, four questions chosen from 12.

IR303 Not available in 2004/05

Regional Integration in Western Europe

This information is for the 2004/05 session.

Teacher responsible: Professor W Wallace, D508

Availability: BSc International Relations and BSc International Relations and History

Pre-requisites: Familiarity with recent European history, politics and economic development are desirable.

Core syllabus: Development of West European institutions and integration since 1945, major policies, interaction with national governments and politics, external constraints, enlargement, developments since end of cold war.

Content: Emergence of Atlantic Alliance and of West European institutions; the cold war context; West European reconstruction and economic and social developments; contending political and theoretical approaches - federal, functional, neo-functional, intergovernmental, development of community policies, agriculture, budget, transport, etc; the changing institutional balance among Council of Ministers, Commission, European Court of Justice, European Parliament, and intergovernmental cooperation; US-European relations, NATO and European security; 'civilian power'; Europe and external economic relations; impact of German unification and moves towards eastern enlargement of EU and of NATO.

Teaching: 20 lectures in MT and LT (IR303); 18 classes, starting in week three of MT, plus two revision classes.

Written work: Four essays; maximum length 1,500 words; allocated in class.

Reading list: D Dinan, *Ever Closer Union*, Palgrave, 1999; M Mazower,

Dark Continent: Europe's 20th Century, Penguin, 1999; B Rosamund, *Theories of European Integration*, Palgrave, 2000; G Lundestad, *Empire by Invitation: the US and European Integration*, Oxford, 1998; H Wallace & W Wallace Eds, *Policy-making in the European Union* Oxford, 2000; John Peterson & Michael Shackleton Eds, *The Institutions of the European Union*, Oxford, 2002.

Assessment: A three-hour written examination in ST.

IR304

The Politics of International Economic Relations

This information is for the 2004/05 session.

Teacher responsible: Dr D Josselin, D515

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History 3rd year. Students from other degree programmes will be admitted by permission of the Course Coordinator.

Core syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Content: Power and politics in international economic relations. Major approaches in international political economy: economic nationalism, laissez faire, marxism and comparative political economy. The political economy of money, trade, economic security and development since 1944. Current debates: economic sanctions, environmental protection, regionalism, capital market integration, the role of non-state actors, globalisation and the retreat of the state.

Teaching: 15 weekly lectures (IR304) commencing in week one of the MT and 20 weekly classes (IR304.A) commencing in week three of the MT, plus two revision classes. Five lectures on **Introduction to Economics** (IR304).

Written work: Students deliver class papers and write four essays of a maximum length of 1,500 words each.

Reading list: Basic references are: D Baldwin, *Economic Statecraft*; D Balaam & M Veseth, *Introduction to International Political Economy*; R Heilbroner, *The Worldly Philosophers*; S Strange, *States and Markets*; J Frieden & D Lake, *International Political Economy*. A detailed reading list will be given at the beginning of the course.

Assessment: A three-hour written examination in ST, four questions chosen from 12.

IR305

Strategic Aspects of International Relations

This information is for the 2004/05 session.

Teacher responsible: Professor C Coker, D511

Availability: For second or third year students and General Course students. Also to students from other institutions by arrangement with the teacher.

Core syllabus: Analyses various perspectives on strategy and war, the way war is conducted by states and within states and focuses on the way different cultures understand strategic outcomes.

Content: The attempt to humanise war; the rise of humanitarian war; the western way of warfare, non-western ways of war, including Asian/Middle East; asymmetrical warfare; the Revolution in Military Affairs; Clausewitz and the western way of warfare; war in the developing world; war and genocide, terrorism, nuclear proliferation and crime; the 'end of war' thesis.

The discussion classes combine a discussion of these topics with their application by states in the international system.

Reading list: Daniel Pick, *The War Machine*; Martin van Creveld, *War and Technology*; Charles Gray, *Post-Modern War*; Martin van Creveld, *On Future War*; John Keegan, *A History of Warfare*.

Teaching: There will be a series of 15 lectures (IR305) running through MT and LT. 15 weekly classes will be arranged, commencing in week three of MT followed by two revision classes. The classes are compulsory. Students will be expected to contribute to class discussions and present papers each week.

Written work: Students will be required to write four essays (c. 1,500 words each) in the course of the year, in MT and LT.

Assessment: An unseen, three-hour examination in the ST (100%).

IR306

Sovereignty, Rights and Justice: Issues in IPT

This information is for the 2004/05 session.

Teacher responsible: Professor C J Brown, D410

Availability: Third year Option for BSc International Relations and BSc International Relations and History: Available as an outside option.

Core syllabus: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights

regime; the rights of peoples; the politics of humanitarian intervention (with case studies); justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Teaching: 20 weekly lectures (IR306) commencing in week one of MT and 19 weekly classes (IR306.A) commencing week two of MT, plus two revision classes in ST.

Written work: Students will write four essays, maximum length of 1,500 words each during the year, and to introduce class discussions.

Reading list: A detailed list of references will be provided: Widely used books include: C Brown, *Sovereignty, Rights and Justice* (Polity, 2002); T Dunne & N J Wheeler (Eds), *Human Rights in Global Politics* (CUP, 1999); N J Wheeler, *Saving Strangers* (OUP, 2000); C R Beitz (Ed), *International Ethics* (Princeton, 1985).

Assessment: A formal three-hour written examination (100%).

IR308

Systemic Change in the Twentieth Century: Theories of the Cold War

This information is for the 2004/05 session.

Teacher responsible: Dr J Kent, D407

Availability: For 3rd year International Relations and General Course students and as an outside option for 2nd and 3rd year students.

Core syllabus: The course examines the nature of the Cold War system, the theories of its origins, causes and consequences, its relationship to systemic change and the reasons for its end.

Content: The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. The nature and significance of the systemic changes which its onset and sudden end produced will be analysed. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world and the nature of the international systems which preceded and followed it.

Teaching: 13 lectures commencing week one of MT (IR308) and 19 classes (IR308.A), plus one revision class, commencing in week three of MT.

Written work: Students are expected to write four essays, each of a maximum length of 1,500 words, during the course of the year.

Reading list: Odd Arne Westad (Ed), *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); R L Garthoff, *The Great Transition American-Soviet Relations and the End of the Cold War* (1994); Matthew Evangelista, *Unarmed Forces* (1999); Scott Lucas, *Freedom's War: The US Crusade Against the Soviet Union 1945-1956* (1999); W La Feber, *America, Russia and the Cold War 1945-1996* (8th edn, 1997); M Light, *The Soviet Theory of International Relations* (1988); F Halliday, *The Making of the Second Cold War* (1983); F Fukuyama, *The End of History and the Last Man* (1992); Richard N Lebow & Thomas Risse-Kappen, *International Relations Theory and the End of the Cold War* (1995); J Young & J Kent, *Global Politics: A History of International Relations since 1945* (2003).

Assessment: A three-hour unseen written examination divided into two sections with students required to answer questions on both general, theoretical and interpretative issues and more, empirical topics.

IR309

International Security

This information is for the 2004/05 session.

Teacher responsible: Professor B Buzan, B806

Availability: Primarily intended for BSc International Relations 3rd year. Also available for BSc International Relations and History. General Course students may take the course with the permission of the Teacher responsible.

Pre requisites: Background in International Relations is a prerequisite.

Core syllabus: The aim of the course is to give students a thorough introduction to the literature on international security, both theoretical and policy-orientated. The concept of international security itself is featured as an alternative lens to power as a way of looking at the study of international relations. The main approach is through the work of the Copenhagen school of security studies, which means that the following themes are strongly emphasised: the salience of levels of analysis (individual, national, regional, global) in thinking about international security; the use of sectors to understand the new (or liberal) international security agenda (military, political, economic, societal, environmental); and the understanding of security agendas not only in material terms

(balancing, bandwagoning), but as socially constructed through the processes of securitisation and desecuritisation. The course will start with theory, but then work its way towards an extensive empirical look at both 'unipolarity' and regional security as ways of understanding the contemporary agenda of international security.

Content: The course is divided into five sections each covering a specific theme. Weeks 1-4 introduce the literature of security studies and how it has evolved, the concept of security and the debates around it, and the concept of securitisation central to the Copenhagen school's constructivist approach. Weeks 5-7 explore levels of analysis and the tensions among them, and give particular attention to the regional level by way of setting up weeks 14-19. Weeks 8-11 cover sectors and the development of a 'new' security agenda. Weeks 12-13 take a polarity approach to understanding international security at the global level, and focus on the interplay between the dynamics of 'unipolarity' and the particularities of the US as the sole superpower. Weeks 14-20 take a tour of most of the world's major regions focusing on the specific security agendas that arise at that level, and how they interplay with the distribution of power at the global level.

Teaching: There will be 20 one-hour lectures during Michaelmas and Lent terms and 18 classes starting in week three of MT, plus two revision classes.

Written work: Students must write three essays of 1,500 words length and make seminar presentations.

Reading list: A full reading list will be provided at the beginning of the year.

Core texts are:

Barry Buzan, Ole Wæver & Jaap de Wilde, *Security: A New Framework for Analysis*, Lynne Rienner, 1998; Barry Buzan & Ole Wæver, *Regions and Powers: The Structure of International Security*, Cambridge University Press, 2003.

Other essential texts are:

Barry Buzan, *People, States and Fear - 2nd Edition: An Agenda for International Security Studies in the Post Cold War Era* (1991), [A useful introduction to thinking about international security, especially for those new to the subject]; Barry Buzan & Eric Herring, *The Arms Dynamic in World Politics*, Lynne Rienner (1998) [for those who are particularly interested in military security]; Michael Schulz, Fredrik Soderbaum & Joakim Ojendal (Eds), *Regionalization in a Globalizing World*, Zed, 2001. [A useful survey of regions, but not with a primarily security perspective]; Ethan B Kapstein & Michael Mastanduno (Eds), *Unipolar Politics*, Columbia UP, 1999 [useful starting place for thinking about unipolarity].

Recommended texts are:

Keith Krause & Michael C Williams (Eds), *Critical Security Studies: concepts and cases*, University of Minnesota Press, 1997. [the more radical/normative view of the subject]; John Baylis, et al, *Strategy in the Contemporary World: introduction to strategic studies*, Oxford UP, 2002. [An orthodox view of traditional military-political security]; David A Lake & Patrick Morgan (Eds), *Regional Orders: building security in a new world*, Pennsylvania State University Press, 1997. [An earlier attempt with some different twists, to do *Regions and Powers*]; Clive Jones & Caroline Kennedy-Pipes (Eds), *International Security in a Global Age: Security the Twenty-First Century*, Cass, 2000. [A survey of the wider agenda].

Assessment: Formal, unseen three-hour, four question exam in the summer term (100%).

IR398

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Chair of the BSc International Relations Examination Board

Availability: Compulsory in year three for all BSc International Relations students first registered in or after October 2003.

Candidates are required to submit a dissertation of 8,000-10,000 words, excluding bibliography, but including notes and any appendices and tables, by the beginning of May of their final year. The subject of the dissertation must be within the field of international Relations as taught at the School. Candidates are required to submit the title of their dissertation for approval by their tutor by the last day of the Michaelmas Term of their third year. They are also required to submit by the same deadline an outline of their proposed study, including a select bibliography, of no more than 500 words.

The dissertation is unsupervised and must be entirely the candidate's own work. Tutors are permitted to give advice of a general and bibliographic nature on the basis of the submitted outline. In no circumstances are they, or any other teachers within the School or the wider university community, permitted to read or comment upon a draft of the dissertation or any part thereof. Tutors may however give advice of a general nature on points of difficulty that arise during its preparation. The dissertation should contain a coherent argument based on independent and critical analysis of a relevant body of literature. The latter may consist entirely of secondary material. No special credit will be given

for use of original material such as unpublished documents, archives, or personal interviews.

Examiners of the dissertation look for a variety of skills and qualities such as: conceptual precision, skill in analysis and organisation of material, clarity of exposition, and capacity for logical reasoning. Examiners also attach much weight to accuracy in point of spelling, grammar, and punctuation.

The final text should contain a full bibliography of utilised sources. Direct quotations from published or unpublished work must be fully referenced. While candidates are encouraged to keep end/footnotes to a minimum, standard scholarly practice with regard to referencing the ideas of other scholars should be followed.

The completed dissertation must be typed with double spacing on one side of the paper and with a wide left-hand margin. The pages must be numbered consecutively and adequately secured. The first page should contain the full title, the candidate's number (but not name), together with the rubric: 'BSc International Relations 2006. Dissertation submitted in partial fulfilment of the requirements of the degree.' All students must add on the cover page of their dissertation a declaration which is required for all work submitted as part of the formal assessment of degrees other than work produced under examination conditions, to the effect that they have read and understood the School's rules on plagiarism and assessment offences at

www.lse.ac.uk/resources/calendar/documents/undergraduate/examinations and that the work submitted is their own apart from properly referenced quotations.

Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the dissertation is the candidate's own work. Candidates should therefore ensure that his/her tutor or the Departmental Manager has up-to-date contact information for the months of June and July.

The dissertation must be handed in to room D612 by 5pm on Tuesday 2 May 2006.

IR399

Essay Option (for BSc IR students entering their third year in 2004/5)

This information is for the 2004/05 session.

Notes: This option is governed by the following provisions:

1. The object of the essay option is to give candidates an alternative opportunity to demonstrate the quality of their unaided work, and Examiners to assess it. The essay should be an independent examination of an issue in which the candidate already has an interest. It should constitute a coherent body of argument expressing the candidate's own understanding of a particular subject; plagiarism must be avoided. It may rely entirely on books and journal articles. No special credit will be given for original material such as unpublished documents, newspapers, files or personal interviews.

2. The essay may be submitted under paper 12. It should normally be on a subject which lies within the field of International Relations as taught at this School. Candidates must secure the approval of their Tutor for the title of their essay, but the Tutor should not be expected to suggest a subject. The Tutor will in turn seek the Department's approval and inform the candidate when this has been given or the title referred back for further consideration. **Approval should therefore be sought in good time, normally before the end of the candidate's second year, but in any case no later than the end of the first term of their final year.**

3. Examiners assessing the essay will look not only for factual accuracy but also for evidence of skill in analysis and logical reasoning and in organisation and relevance of material. The text should be satisfactory as to literary presentation and be accurate in point of spelling, grammar and punctuation.

4. An indication of the sources used in the preparation of the essay should be provided in the form of a bibliography, but it need not be extensive.

5. The number of footnotes should normally be kept to a minimum, but they should be inserted in support of the more particularist or contentious statements. Direct quotations from any published or unpublished work must be accurately cited in the text or by means of footnotes, and normal scholarly practice should be followed in acknowledging the contribution of the ideas of other scholars in footnote references.

6. The essay option is equal in value to each of the seven papers taken in the third year by the conventional examination method.

7. Tutors may give candidates general guidance only. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and suggest source material. They may also give general advice on points of difficulty which arise during its preparation, including such matters as footnoting and bibliography. But Tutors and any other teachers must not read a draft of the essay or any part of it. Candidates must not, therefore, invite their Tutors or any other teachers to comment on any draft of the essay.

8. **The essay must not exceed 10,000 words in length; to include footnotes but not front page, contents page or bibliography. The 10,000-word limit should be treated seriously.** It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name. Instead, the candidate's number (which will be received in good time from the Examinations Office) should be inscribed on the title page together with this rubric: BSc International Relations 2005. Essay submitted in partial fulfilment of the requirements for the degree.

9. All students must add on the cover page of their Long Essay a declaration which is required for all work submitted as part of the formal assessment of degrees other than work produced under examination conditions, to the effect that they have read and understood the School's rules on plagiarism and assessment offences at www.lse.ac.uk/resources/calendar/documents/undergraduate/examinations and that the work submitted is their own apart from properly referenced quotations.

10. The essay must be handed in to room D612 in the International Relations Department not later than Tuesday, 3 May 2005 in the candidate's third year of study for the BSc degree. The essay will not be returned: the candidate is advised, therefore, to retain a duplicate copy.

11. Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Manager as to where they may be contacted during that time if they will not be at the term-time address held in the Student Services Centre.

Enquiries to the Chairman of Examiners in International Relations who is responsible for the administration of this Essay Option on behalf of the Department.

IS143

Information Technology and Society

This information is for the 2004/05 session.

Teacher responsible: Dr Edgar Whitley

Availability: This is an optional course for any Bachelor's degree for first and second year students only where the regulations permit it.

Pre-requisites: There are no pre-requisites. However, students must be familiar with MS Office software.

Core syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of the relationship between IT and Society.

Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the information society; IT in Government, the Digital Divide, the evolution of the Internet and its impact on individual privacy and national security, IT in developing countries, IT and Gender. A range of computer-based information systems are discussed based around network and database technologies. Students are exposed to the fundamentals of web design and the course includes a web development assignment. Emphasis is given to electronic resources for social scientists, for example: on-line searching and bibliographic software packages.

Teaching: 30 lectures, IS143.A 20 classes in the MT and LT.

Reading list: W H Dutton, *Information and Communication Technologies: Visions and Realities*, Oxford University Press, 1996; R Kling (Ed), *Computerization and Controversy: Value conflicts and social choices*, Academic Press, 1996; W Stallings, *Data and Computer Communications*, Prentice-Hall, 1997; W H Dutton, *Society on the Line: information politics in the digital age*, Oxford University Press, 1999; G Walsham, *Interpreting Information Systems in Organisations*, John Wiley, 1993; F Webster, *Theories of the Information Society*, Routledge, 1995.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a two-hour formal examination in the ST that counts for 60% of the final mark.

IS340

Information Systems in Business

This information is for the 2004/05 session.

Teachers responsible: Dr N Mitev, U401 and Dr Susan Scott, U410

Availability: This is an optional course for any Bachelor's degree where the regulations permit it.

Pre-requisites: Students are expected to have knowledge of information systems to a level equivalent to IS143 **Information Technology and Society**

Core syllabus: The course deals with management issues regarding the use of information technology in contemporary organizations. Questions addressed include:

What is the process of information systems development from conception

to use?

How can we decide what new information systems an organization should develop?

How are information systems introduced and implemented in organizations?

How do organisations change by utilising the potential of new technology?

What value and advantage can be gained by investing in information technology systems?

What new organisational forms (virtual, e-business, e-markets) are enabled by information systems?

This is not a technical, hands-on course, rather it involves the study of a body of literature on management

Content: Understanding requirements for information systems; the systems development process and methodologies; strategic perspectives of information systems; organisational change and information systems; inter-organisational information systems and new organisational forms.

Teaching: 10 two-hour lectures in MT, 10 two-hour seminars in LT, 15 one-hour classes in the MT and LT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems*, 2nd edn, Macmillan, 1998; K C Laudon & J P Laudon, *Management Information Systems: Organisation and Technology in the Networked Enterprise*, 6th edn, Prentice Hall International, 2000; R D Galliers & W Currie, *Rethinking Management and Information Systems*, Oxford University Press, 1999; R D Galliers, D E Leidner & B S H Baker (Eds), *Strategic Information Management. Challenges and Strategies in Managing Information Systems*, 2nd edn, Butterworth-Heinemann, 2001; B Bloomfield, R Coombs, D Knights & D Littler (Eds), *Information Technology and Organizations: Strategies, Networks and Integration*, Oxford University Press, 1997.

Assessment: The course is examined on an individual project in MT (20%) and seminars in LT (20%) and a three-hour formal examination in the ST that counts for 60% of the final mark.

LL101 Not available in 2004/05

English Legal Institutions

This information is for the 2004/05 session.

Teacher responsible: Dr Kate Malleson, A357

Availability: Available to students on any Bachelor's degree where regulations permit and to General Course students.

Pre-requisites: Students are not expected to have any prior knowledge of the law.

Core syllabus: To introduce students to the basic features of the legal system; the law making system through legislation and the common law and the civil and criminal justice system.

Content: The structure of the court system; sources of law - case law and statute; civil and criminal processes - pre-trial, trial and appeal; the personnel of the legal system, including judges, magistrates, juries, barristers and solicitors; legal aid and advice.

Teaching: One lecture per week and one class per week. Alternate classes will be conducted online using WbCT. Lecture notes, course material and other information will also be disseminated via the course web-site.

Written work: One essay to be produced in the MT and one submission of contributions to online classes in the LT.

Reading list: Students are advised to buy Malleson, *The Legal System* (2003). Additional material will be made available through the course web-site.

Assessment: A three-hour essay-based written examination in the ST. Students must answer four questions out of 10.

LL104

Law of Obligations

This information is for the 2004/05 session.

Teacher responsible: Professor H Collins, A342

Availability: This is a compulsory course for Intermediate LLB and LLB (French Law) students and BA Anthropology and Law first year students.

Core syllabus: An introduction to the basic principles of the law of obligations, which comprises the law of contract, the law of tort, and the law of unjust enrichment (restitution).

Content: Introduction to the law of contract with particular application to consumer transactions, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract, and regulation of consumer transactions. Introduction to the principles of the law of unjust enrichment or restitution. Liability in tort for personal injuries, including negligence, and special statutory regimes such as occupiers liability, employers liability, and product liability. Remedies for torts, including alternative compensation systems.

Teaching: The course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

Written work: A student will be expected to produce at least four pieces

of written work in the course of the year. This will be set, marked and returned by each class teacher.

Reading list: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

Assessment: Three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution).

There is a resit examination in this paper in September.

LL105 Half Unit

Property I

This information is for the 2004/05 session.

Teacher responsible: Mr R A Pottage

Availability: This is a compulsory course for Intermediate LLB and LLB (French) students and 2nd year BA Anthropology and Law.

Core syllabus: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems.

Content: The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

Teaching: Two lectures a week (LL105) and one two-hour seminar (LL105.A).

Reading list: Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Rifkin, *The Age of Access*.

Assessment: A two-hour formal examination in the ST on which the entire assessment for the course is based.

LL106

Public Law

This information is for the 2004/05 session.

Teacher responsible: Professor Martin Loughlin, A470

Availability: This is a compulsory course for Intermediate LLB and LLB (French) students and BA Anthropology and Law students.

Core syllabus: The course covers: the conceptual framework of public law; central government and the executive; parliament; multilayered governance (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

Teaching: Lectures (LL106); MT, LT and ST two lectures and one class a week (LL106.A).

Written work: Three non-assessed assignments, to be set by the class tutor, will be required.

Reading list: The course is delivered through WebCT and reading assignments and exercises will be fixed by individual class teachers.

Assessment: Three-hour written examination in the ST.

LL108

Criminal Law

This information is for the 2004/05 session.

Teachers responsible: Professor N Lacey, A463, Dr M Redmayne, A327, Professor R Baldwin, Dr J Peay, A462, Dr D Roche, A363 and Ms Arlie Loughnan

Availability: The course is compulsory for Intermediate LLB and LLB (French) students and BA Anthropology and Law 3rd year students.

Core syllabus: The course examines the emergence and structure of the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation.

Content:

- The contribution of criminal law to social order in modern societies and justification for the exercise of the state's criminal justice power;
- the conceptual framework of criminal liability (conduct, responsibility, capacity, defences);
- criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and deception);
- attempts;
- regulatory offences (with special reference to drugs);
- homicide;
- the criminal regulation of sexuality and the enforcement of morality (with special reference to rape and the regulation of homosexuality);
- criminal law's regulation of non-fatal violence against the person;
- secondary participation in crime.

Teaching: Teaching is by 40 hours of lectures (LL108) and 22 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Written work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading list: Students will be expected to read the relevant parts of

Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law* (3rd edn, 2003); they may also find it useful to buy Andrew Ashworth, *Principles of Criminal Law* (3rd edn, 1999); or M Allen, *Introduction to Criminal Law* (4th edn, 2001). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.

Assessment: One three-hour paper in the ST. Four questions to be answered out of 10.

LL109 Half Unit

Introduction to the Legal System

This information is for the 2004/05 session.

Teacher responsible: Professor W T Murphy, A372

Availability: Compulsory for first year LLB and LLF students and as an option for BA Anthropology and Law students

Core syllabus: The course is designed as a foundation course to make law students familiar with the basic institutions of the legal system.

Content:

1. The legislature, the courts and other methods of dispute settlement.
2. The personnel of the legal system, including judges, lawyers and magistrates.
3. The basic division of substantive law; criminal law and civil law; domestic, transnational and international law.
4. The major differences between Civil Law and Common Law systems.
5. Basic techniques of legal reasoning; precedent and statutory interpretation.
6. The provision and delivery of legal services to society.

Teaching: Two lectures per week and one class per week MT.

Written work: One essay.

Reading list: There is no one set text. Suggestions for texts will be given at the start of the course. Additional material will be made available through the public folders.

Assessment: A two-hour essay-based written examination in the ST. Students must answer two questions out of 10.

LL201

Administrative Law

This information is for the 2004/05 session.

Teacher responsible: Professor R Rawlings, A541

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law. The course is available as an outside option in the BSc (Econ) and is especially appropriate for students of government and politics.

Core syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Regulation and Agencies; Human Rights in Administrative Law; Administrative Tribunals; Judicial Review; the Ombudsmen and the Citizens Charter; the EU Dimension. This year there will be a special case study of asylum law and policy.

Teaching: 23 two-hour Seminars (LL201) held weekly. These are conducted by Professor R Rawlings.

Written work: A minimum of two essays will be required.

Reading list: Harlow & Rawlings, *Law and Administration* (2nd edn, 1997). The 3rd edition is in preparation and draft chapters will be made available to students as appropriate. Alternative texts include: P Craig, *Administrative Law* (5th edn, 2003); P Leyland & T Woods, *Administrative Law* (2nd edn 2003). Detailed reading lists will be made available in public folders.

Assessment: One three-hour examination in the ST, containing nine questions of which four are to be answered.

LL202

Commercial Contracts

This information is for the 2004/05 session.

Teacher responsible: Professor Hugh Collins, A342

Availability: This is an optional course of LLB and LLB (French) part 1 and II, and BA Anthropology and Law.

Pre-requisites: Completion of LL104 Law of Obligations is normally a prerequisite.

Core syllabus: A study of the legal regulation of selected types commercial contracts in their business context.

Content: (A) Sale of goods in the context of transactions between businesses of manufactured goods, focusing on problems for the regulation of quality and the extraction of payment. (B) License of intellectual property rights in the context of a business format franchise, focusing on problems of disclosure, incentives, and agreed remedies. (C) Provision of services in the context of a construction contract, focusing on problems of risk allocation, privity of contract, competition, and alternative dispute processes. (D) Financial instruments in the context of

futures contracts for raw materials, focusing on problems of negotiability, regulation of markets, enforceability and remedies.

Teaching: There will be one two-hour lecture a week, which includes discussion and small group exercises. Additional small classes meet three times each term.

Written work: Written work will be required each term.

Reading list: A complete reading list is distributed at the beginning of the year.

Textbooks: H Collins, *Law of Contract*, Beale, Bishop & Furmston, *Contract: Cases and Materials*.

References: M Bridge, *The Sale of Goods*; R Cranston (Ed), *Commercial Law*; R Goode, *Commercial Law*; L Sealey & R Hooley, *Text and Materials in Commercial Law*; S Worthington, *Personal Property Law*

Assessment: One three-hour examination in the ST.

LL203

Law of Business Associations

This information is for the 2004/05 session.

Teachers responsible: Professor P Davies, A457, Dr E Micheler, A356 and Professor S Worthington, A159

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law. Students are advised, where possible, to take the course as a 3rd year rather than a 2nd year option.

Core syllabus: This course examines the structure and operation of the corporate vehicle through which much of the business of the private sector of the economy is conducted.

Content: Introduction to business associations (comparing corporate and non-corporate business vehicles); corporate personality and dealings with third parties; limited liability and creditor protection; shares and shareholding; directors' duties and their enforcement; protection of minority shareholders; corporate governance.

Teaching: 38 lectures (20 in MT and 18 in LT) plus 12 two-hour seminars, spread over MT, LT and ST.

Written work: At least one piece of written work will be required in each of MT and LT.

Reading list: L Sealy, *Cases and Material on Company Law* (8th edn, 2003); Gower & Davies, *Principles of Modern Company Law* (7th edn, 2003); P Davies, *Introduction to Company Law* (2002).

Assessment: Three-hour written examination, plus 15 minute reading period. Unmarked statutory materials may be taken into the examination.

LL204

Advanced Torts

This information is for the 2004/05 session.

Teacher responsible: Mr R Simpson, A157

Availability: This is an optional course for LLB and LLF Parts I and II and BA Anthropology and Law.

Pre-requisites: Students must first have completed LL104 Law of Obligations.

Core syllabus: The course examines a range of Torts, building on knowledge about the tort of negligence gained in the Law of Obligations course, but dealing also with several other discrete areas of the subject.

Content: (A) Personal Injuries: Psychiatric Damage; Professional Liability for medical negligence; Trespass to the Person. (B) Economic Interests; Liability for professional negligence; the Economic Torts; Passing Off. (C) Property Rights: Trespass to Land; Nuisance and Environmental Protection; the rule in *Rylands v Fletcher*. (D) Reputation: Defamation; Privacy. (E) Special Topics (which may change from year to year): Occupiers' Liability and liability for Defective Premises; Transport Liability; Sports and Outdoor Pursuits Liability; Tobacco Liability; Liability for breach of statutory duty, Work-related liability, An overall perspective on tort liability.

Teaching: There will be one two-hour seminar a week and a fortnightly class. Reading lists will be distributed in advance of each seminar.

Written work: At least two pieces of written work will be required.

Reading list: Peter Cane, *The Anatomy of Tort Law* (1997); B A Hepple, D Howarth & M H Matthews, *Tort: Cases and Materials* (5th edn, 2000); B S Markesinis & S F Deakin, *Tort Law* (5th edn 2003); John G Fleming, *An Introduction to the Law of Torts* (2nd edn, 1985); John G Fleming, *The Law of Torts* (9th edn, 1998); Carol Harlow, *Understanding Tort Law* (2nd edn, 1995); Nicholas Mullany & Peter Handford, *Tort Liability for Psychiatric Damage* (1993); Jane Stapleton, *Disease and the Compensation Debate* (1986); Margaret Brazier, *Medicine, Patients and the Law* (2nd edn, 1992); Ian Kennedy & Andrew Grubb, *Medical Law* (2nd edn, 1994); Peter Cane, *Tort Law and Economic Interests* (2nd edn, 1996).

Assessment: A three-hour written examination in the ST.

LL205

Medical Law

This information is for the 2004/05 session.

Teacher responsible: Ms Emily Jackson, A328

Availability: This course is optional for Parts I and II LLB and LLB (French) and BA Anthropology and Law.

Pre-requisites: Students should normally have completed LL104 Law of Obligations I.

Core syllabus: A study of medical law and ethics.

Content:

1. Malpractice Litigation: negligence, alternative dispute resolution
2. Consent: informed consent; children; emergencies; incompetence
3. Resource allocation; patients' rights
4. Medicines, licensing and control
5. Confidentiality
6. Research on humans and embryos
7. Regulation of reproduction: abortion, surrogacy; reproductive technologies; cloning
8. Genetics: the Human Genome Project; screening; cloning
9. Mental Health
10. Organ transplantation and donation
11. Euthanasia

Teaching: Lectures: weekly MT, LT, ST.

Classes: weekly MT, LT, ST.

Seminars: fortnightly LS.

Written work: Students will be expected to prepare outline arguments for classes/seminars, in addition to handing in at least one essay each term.

Reading list: Montgomery, *Health Care Law*; Mason, McCall Smith & Laurie, *Law and Medical Ethics*; I Kennedy & A Grubb, *Medical Law*; S Sheldon & M Thomson, *Feminist Perspectives on Health Care Law*.

Detailed reading lists for the subjects studied within the course are available on request.

Assessment: A formal three-hour examination (100%).

LL207 Not available in 2004/05

The Law relating to Civil Liberties In England and Wales

This information is for the 2004/05 session.

Teachers responsible: Mr D N Schiff, A153, Dr K Malleson, A357 and Dr J Peay, A462

Availability: This is an optional course for 2nd and 3rd year LLB and LLF students and BA Anthropology and Law students.

Core syllabus: Aspects of freedom of expression and association, freedom of the person and freedom of religion. Particular attention will be paid to developments arising from the coming into force of the Human Rights Act 1998.

Content: Theories of civil liberty and fundamental rights and their protection; public order and the right to protest; the rights of mental patients in and out of hospital; police powers and suspects rights; freedom of expression and censorship, obscenity, indecency and pornography; freedom of religion; rights in emergencies; the Human Rights Act 1998 and its impact.

Teaching: This is a seminar course. 21 two-hour seminars are held, some taught jointly. There are no lectures.

Written work: Students are expected to submit two essays during the year.

Reading list: A detailed list will be available at the beginning of the course.

Principal books: D Feldman, *Civil Liberties and Human Rights in England and Wales* (2nd edn, 2002); S H Bailey, D J Harris & D C Ormerod, *Civil Liberties, Cases and Materials* (5th edn, 2001); N Whitty, T Murphy & S Livingstone, *Civil Liberties Law: The Human Rights Act Era*; K Starmer, *European Human Rights Law* (1999); F Klug, *Values for a Godless Age* (2000).

Assessment: A three-hour unseen written examination will be held in the ST containing nine questions of which four are to be answered.

LL209

Commercial Law

This information is for the 2004/05 session.

Teacher responsible: Mrs V Prais, A363

Availability: Available to Bachelor's degree and Diploma students where regulations permit.

Core syllabus: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency.

Content:

1. Contract law: essentials of a valid contract; capacity restrictions; privity rules; factors of invalidation; discharge; remedies.
2. Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.
3. Corporate insolvency law: fund raising; secured lending; receivership; liquidation.

Teaching: Lectures: weekly MT, LT, ST.

Classes: weekly MT, LT, ST.

Written work: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Reading list: Core texts: E McKendrick, *Contract Law*; J Lowry & A Dignam, *Company Law*. Supplementary texts: Collins, *The Law of Contract*; Hicks & Goo, *Cases and Materials on Company Law*; Davies, *Gower's Principles of Modern Company Law*; Finch, *Corporate Insolvency Law: Perspectives and Principles*. Further reading will be recommended at the start of each segment of the course.

Assessment: One formal three-hour examination in the ST, comprising 10 questions of which four must be answered.

LL210

Information Technology and the Law

This information is for the 2004/05 session.

Teacher responsible: Mr Andrew Murray, A473

Availability: Available to students on Parts I and II LLB and LLB (French) and to students on BA Anthropology and Law.

Core syllabus: The course examines the major legal ramifications of computerisation of society, including electronic contracting, intellectual property rights in computer software and hardware, the effects of the Internet on modern society, data protection and privacy rights in relation to electronic information and freedom of speech.

Content:

1. Introduction to Computer Technology and Cyberspace: Linking, framing and caching
2. Intellectual Property Rights: Copyright in computer software; Patenting software applications; Copyright and peer to peer networks; Trade marks and domain names/meta tags
3. Content Control: Libellous materials, Spam, Pornography and other illegal content
4. E-Commerce: Electronic contracts; Encryption and Electronic signatures
5. Computer Crime: Computer Misuse and Viruses
6. Data Integrity: Data Protection and Interception of communications
7. Human Rights and Technology
8. International Aspects: IPL and choice of law; Internet Regulation ICANN, WIPO and the registrars
9. Future developments

Teaching: Classes: LL210, weekly MT, LT, ST.

Written work: Students will be required to produce two essays during the year and are expected to give class papers.

Reading list: *Blackstone's Statutes on IT & e-Commerce* (Blackstone, 2002); Lloyd, *Information Technology Law* (3rd edn, Butterworths, 2000); Reed & Angel, *Computer Law* (5th edn, OUP, 2003); Bainbridge, *An Introduction to Computer Law* (4th edn, Longman, 2000); Edwards, *The New Legal Framework for E-Commerce in Europe* (Hart, 2004); Susskind, *The Future of Law* (1996, revised 1998, Clarendon Press); Klang & Murray, *Human Rights in the Digital Age* (Cavendish, 2004).

Assessment: A formal three-hour examination in the ST.

LL212

Conflict of Laws

This information is for the 2004/05 session.

Teacher responsible: Dr Eva Micheler A356

Availability: Students are not recommended to take this course before their third year of the LLB course.

Pre-requisites: A good knowledge of law is required.

Core syllabus: Conflict of Laws examines cases in which the facts giving rise to the litigation contain one or more significant foreign elements. This occurs, for example, when a court is asked to decide on a breach of a commercial contract which was made abroad or is largely to be performed abroad, or on a tort committed there, or on property situated there. The problems involving conflict of laws arise in the context of jurisdiction, choice of the applicable law, recognition and enforcement of foreign judgements.

Content: Jurisdiction, foreign judgements and awards, general doctrine relating to the choice of law, contracts, tort, property.

Teaching: 22 weekly two-hour seminars (LL212).

Written work: Two essays.

Reading list: Peter North & James Fawcett, *Private International Law*, Butterworths, 1999; David McClean, *Morris: The Conflict of Laws*, Sweet & Maxwell, 2000.

Assessment: Three-hour written examination paper in ST.

LL221

Family Law

This information is for the 2004/05 session.

Teacher responsible: Mr David Bradley, A465

Availability: Available to LLB students.

Core syllabus: The course examines the development and structure of domestic relations law and legal policy as an aspect of political economy. Comparative material is introduced to highlight distinctive features of English law.

Content: Topics examined in the course include: (i) the changing demography of the family; (ii) state and church: foundations of the institution of marriage; (iii) state and family: personal and property relations in marriage; (iv) abortion, gender and socio-economic inequality; (v) state and society: divorce traditions in English law; (vi) the family and the welfare state; (vii) legal culture and marriage as a financial support institution; (viii) the concept of child welfare implicit in legal policy; (ix) sexual morality: regulation of unmarried heterosexual cohabitation, same-sex relationships and the status of children of unmarried parents.

Teaching: The course is taught in a lecture/seminar format.

Written work: Students are set three essays, which do not count for assessment purposes, in the first and second terms, in addition to the assessed essay referred to below.

Reading list: Students are provided with course packs and a reading list for seminars. R Probert, *Cretney's Family Law*, 5th edn, Sweet & Maxwell, 2003 provides background reading for the course.

Assessment: (i) Assessed essay on either a prescribed topic or a topic selected by the student and approved by the responsible teacher (25%). (ii) Three hour examination in which students answer three questions (75%). Approved statutory materials may be taken into the examination in accordance with School Regulations.

LL223 Not available in 2004/05

Economic Analysis of Law

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) 2nd and 3rd year students, BA Anthropology and Law and for other degrees where regulations permit.

Pre-requisites: Students would benefit from some knowledge of elementary microeconomics.

Core syllabus: An introduction to applications of elementary microeconomics to law.

Content: Economic theories of legal topics such as:

- Property - private and common property rights, trespass, nuisance, compulsory purchase.
- Contract - consideration, mistake, frustration, fraud, damages, specific performance, penalty clauses, bargaining power.
- Torts - negligence, strict liability, products liability, no-fault insurance schemes, workmen's compensation.
- Crime - optimal criminal sanctions, crime prevention.
- Other topics may be introduced from time to time.

Teaching: Lectures (LL223): one a week. Classes (LL223.A): one a week.

Written work: Students are encouraged but not required to write one short paper each term.

Reading list: Detailed advice will be given at the beginning and during the course. Reference will be made to Cooter & Ulen, *Law and Economics*; Posner, *Economic Analysis of Law* (3rd edn); Polinsky, *An Introduction to Law and Economics* (2nd edn); and a limited number of journal articles.

Assessment: Three-hour formal examination in the ST. Four questions to be attempted from about 12.

LL226

Elements of Labour Law

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is available to BSc Management Science students and other Bachelor's degree students where regulations permit.

Core syllabus: The first part of the course covers the individual labour relationship between each worker and his/her employer. The second is concerned with collective labour relations between employers and trade unions or other forms of worker representation.

Content: Individual labour law: legal nature of the employment relationship; rights during employment; discrimination including equal pay, maternity and parental rights; rights on business transfers; rights on termination of employment.

Collective labour law: freedom of association; trade union government-membership rights and union democracy; collective bargaining, including trade union recognition; information and consultation rights for workers' representatives; industrial disputes.

Teaching: Seminars: LL226. 22 weekly MLS.

Written work: Students will be required to do two pieces of written work in each of the first two terms.

Reading list: Students are advised to obtain the latest edition of one of the following: Deakin & Morris, *Labour Law*; Smith & Wood, *Industrial Law*; Pitt, *Employment Law*. Also relevant are Collins, Ewing & McColgan, *Labour Law Text and Materials*, Anderman, *Labour Law: Management Decisions and Workers Rights*; Pitt, *Cases and Materials on Employment Law*.

Assessment: A formal (three-hour) examination in the ST. The paper contains 10 questions of which four have to be attempted.

LL231 Not available in 2004/05

The Substantive Law of the European Union

This information is for the 2004/05 session.

Teacher responsible: Mr Damian Chalmers

Availability: This course will only be available to third year LLB or LLB (French) students who have already successfully completed LL232 **Law and Institutions of the European Union** or to students who have previously taken a university course on European Union Law.

Core syllabus: An introduction to the substantive law of the European Union.

Content: Governance of the Single European Market: 'The New Approach to the Single Market' and its Consequences; EU migration policy and the area of 'freedom, security and justice'; EU non-discrimination law; Policing in the EU; Economic co-ordination and Social Europe; Economic and Monetary Union; the EU, the WTO and globalisation.

Teaching: One two-hour seminar per week.

Written work: In addition to the assessed essay a minimum of two pieces of written work will be required.

Reading list: Chalmers & Szyszczak, *EU Law: Towards a European Polity?* (Ashgate, 1998); Craig & De Búrca, *EU Law* (4th edn, OUP, 2003); Craig & De Búrca (Eds), *The Evolution of EU Law* (OUP, 1999); Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe* (Chicago, 1994); Snyder, *International Trade and Customs Law of the European Union* (Butterworths, 1998).

Assessment: 75% of the mark will be a written unseen examination in the ST. 25% will be by an assessed essay of 3,500-5,000 words length, chosen by the student in consultation with the teacher.

LL232

Law and Institutions of the European Union

This information is for the 2004/05 session.

Teacher responsible: Dr V Heyvaert, A539

Availability: This course is optional for 2nd or 3rd year LLB and LLB (French) students and BA Anthropology and Law.

Core syllabus: An introduction to the institutional and economic law of the European Union.

Content: Evolution of the European Union. Institutions and Legislative Procedures of the European Union. Interest Representation and the Democratic Deficit within the European Union. Constitutionalism and the EC Legal System. Fundamental Rights. EC Administration and Comitology. Administrative Accountability of the EC and the European Ombudsman. The Judicial Architecture of the European Union and relations between national courts and the Court of Justice. Subsidiarity, Flexibility and Multilevel Governance. The Economic Constitution and Free Movement of Goods. EU Citizenship and Free Movement of Persons. The Social Economy and the Freedom to Provide Services.

Teaching: Two lectures and a class per week.

Written work: A minimum of two essays will be required. There will be a mock exam at the end of MT.

Reading list: Craig & De Búrca, *EU Law* (3rd edn), 2002; Weatherill & Beaumont, *EU Law* (3rd edn), 1999; Hartley, *The Foundations of EC Law* (4th edn), 1999; Weiler, *The Constitution of Europe* (1999); Hix, *The Political System of the European Union* (1999); Chalmers & Szyszczak, *European Union Law: Volumes 1 and 2* (Ashgate, 1998) is currently under revision, but will be recommended once the newest edition is published. In addition, the course uses a broad range of on-line reading material. Students are expected to retrieve and print these materials themselves: there is no course pack.

Assessment: One three-hour examination in the ST, containing 10 questions of which four are to be answered.

LL233

Law of Evidence

This information is for the 2004/05 session.

Teacher responsible: Dr Mike Redmayne, A327

Availability: This course is optional for LLB and LLB (French) Part I and II and BA Anthropology and Law. It is better viewed as a final year subject.

Pre-requisites: First year law training, and preferably second year as well is required.

Core syllabus: This course explores aspects of evidence and proof, with an emphasis on theoretical and conceptual understanding.

Content: The course is organised around two main themes: (i) the nature of evidential reasoning: rationality and probability; problems of proof. (ii) the modern law of evidence: burden and standard of proof; relevance; hearsay; character evidence; sexual history evidence; expert evidence; fingerprinting and DNA profiling; exclusionary rule; inferences from silence.

Teaching: 20 weekly two-hour seminars (LL233), Sessional.

Written work: Students will be expected to produce two essays during the year.

Reading list: To gain an understanding of the modern law of evidence,

students may find it useful to consult McEwan, *Evidence and the Adversarial Process* (2nd edn, 1998); and Roberts and Zuckerman, *Criminal Evidence* (2004). The full reading list will be available at the beginning of the year, some indicative reading is also available on the public folders.

Assessment: A three-hour examination in the ST.

LL235 Not available in 2004/05

Housing Law

This information is for the 2004/05 session.

Teacher responsible: Mr R L Nobles, A328

Availability: This is an optional course for Part I and II LLB and LLB (French) degree and BA Anthropology and Law.

Core syllabus: This course will examine the legal framework surrounding the provision of housing.

Content: 1. *The History of Housing Policy*. 2. *Housing Finance*: Mortgages and tax reliefs; Local Authority finance and housing subsidies; Housing Benefit; Housing Corporation funding. 3. *Housing Standards*: Building Regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements. 4. *Rights of Tenure*: Owner occupation; Private rented sector; Council housing. 5. *Right of Access*: Homelessness; Squatting; Housing (Homeless Persons) Act; Racial Discrimination.

Teaching: There will be a two-hour seminar (LL235) each week throughout the MT, and for the first five weeks of the LT. The material covered in these seminars will form the basis of an examination at the end of the year. It will also introduce the students to areas of housing law in which they can undertake a supervised research essay.

Reading list: M Partington, *Landlord and Tenant*; Tiplady, *Housing Welfare Law*; Hudson, *On Building Contracts*; Enid Gouldie, *Cruel Habitations*; T Hadden, *Housing: Repairs and Improvements*; D Hoath, *Homelessness*; S Merrett, *Owner-Occupation in Britain*; A Nevitt, *Housing Taxation and Subsidies*; M Boody, *The Building Societies*; A Pritchard, *Squatting*; Sweet & Maxwell, *Public Health Encyclopaedias*. Specialist journals, eg *LAG Bulletin*, *ROOF*; statutory material; Rent Acts, Housing Acts and Public Health Acts.

Assessment: The examination and the supervised research essay each count for 50% of the final mark. Where a research essay overlaps substantially a course topic the student will not be allowed to answer a question on that topic in the examination.

LL241

Introduction to Civil Law

This information is for the 2004/05 session.

Teacher responsible: Dr Igor Stramignoni, A469

Availability: The course is available as an option to all LLB students - whilst it constitutes a degree requirement for LLF students.

Core syllabus: Whilst generally the course is intended as an introduction to the continental law of Europe mainly for the benefit of students reading for a Common law degree, the syllabus is geared around the study of the legal culture(s) and legal institutions of contemporary France.

Content: Comparing legal cultures: an overview of the different methodologies. Renaissance, Enlightenment and the French Revolution: which consequences for the laws of modern Europe? The case of the legal culture(s) and legal institutions of modern France: so very different? Civil Law and Common Law in a globalized world: an uncertain future.

Teaching: One two-hour lecture weekly. The lectures are held by Dr Stramignoni in English. However, a small percentage of the reading list is in French, so some ability to read French is advisable. LLF students may be offered the possibility of attending weekly one extra hour French language class.

Written work: Students will be asked to do some written work and presentations on select topics covered by the syllabus.

Reading list: Dr Stramignoni will indicate which textbook is required at the beginning of each academic session. In addition, students will be expected to read widely from appropriate journal articles and sections of books available in the library. A list of references will be provided as the course progresses.

Assessment: A formal three-hour examination in English.

LL242

International Protection of Human Rights

This information is for the 2004/05 session.

Teacher responsible: Dr C Beyani, A456

Availability: This is an optional course for LLB and LLB (French) Parts I and II, BA Anthropology and Law students and other Bachelor's degrees as regulations permit. Numbers of those admitted will be restricted.

Pre-requisites: Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.

Core syllabus: Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level.

Content: The course is divided in three parts. The first part deals with

conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination; individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the *UN System* in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

Teaching: This course is taught by one-and-a-half hour weekly seminars (LL242) 10 in MT, nine in LT; and tutorial classes (Group A, Group B, and Group C); supplemented by writing requirements and consultation on these.

Reading list: A detailed reading list is provided.

Assessment: A three hour formal examination in the ST, based on the syllabus in the MT and LT. There are usually 10 questions, of which four are to be answered. The paper comprises both essay and problem questions

LL247 Not available in 2004/05

Land Development and Planning Law

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is optional for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

Core syllabus: The aim of this course is to introduce students to the role of law in planning for land use, regulating land development and regulating environmental pollution.

Content: 1. *Setting the Scene:* (a) Actors and Institutions: Central and Local Government; the Courts. Planners and Lawyers. (b) Ideas and Ideologies: market, plan; land as private property; land as a national resource; public and private.

2. *The Plan:* The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans.

3. *Land Development:* (a) The regulation of private development: development control; the interaction of law, policy and politics; the public/private interface; enforcement; roles of central and local government. (b) Public Development; compulsory acquisition and compensation; joint ventures; public authorities as developers; conflicts of interests. (c) Large-scale Development; EIA; Private Bill procedures; Big Public Inquiries; Statutory Undertakers.

4. *Inner City Regeneration:* UDCs; HATs; derelict land; urban development grants; development trusts; economic development initiatives by local authorities; EZs.

5. *Protection and Use of the Countryside:* National Parks and development therein; AONBs; Management agreements; Mineral development; access to the countryside; regulation of agriculture; caravans; waste disposal.

6. *The European Dimension:* The single European Act; EIAs; the environmental programme of the EEC.

Teaching: 20 seminars (LL247) Sessional.

Assessment: An essay, counting for 25% of the marks; and an examination in the ST, consisting of three questions over three hours, and counting for 75% of the marks.

LL250

Law and The Environment

This information is for the 2004/05 session.

Teachers responsible: Dr Veerle Heyvaert, A539 also taught by Professor Martin Loughlin, A470

Availability: This course is optional for Parts I and II of LLB, LLB (French), and BA Anthropology and Law; other students with a keen interest in the environment are welcome.

Core syllabus: The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field.

Content:

- The origins and development of environmental law in the UK
- Environment, ecology and economy: theoretical and philosophical influences on the development of environmental principles and practices
- Critiques of environmental regulation and regulatory alternatives
- The domestic organisation of environmental protection: the institutional framework; objectives and instruments of environmental policy and regulation - sustainable development, best available techniques and integrated pollution control
- The relationship between environmental law and planning law;

problems raised by the built environment

vi. Environmental protection and the common law issues of environmental liability

vii. Environmental protection and human rights: the Human Rights Act and its opportunities and challenges for environmental protection.

viii. Modern regulatory frameworks for environmental protection - IPPC and the new regime for contaminated land

ix. Discussion of environmental problems and legal solutions to the hazards and risks of modern farming, biotechnology, chemicals production, waste, etc.

x. Critical analysis of the supranational and international environmental framework, including the relation between international trade and environmental protection

Teaching: 20 seminars (LL250) MT and LT.

Written work: One essay (or equivalent written task) in MT and one in LT.

Reading list: There is no set book that covers the entire course, however, several sessions use Bell & McGillivray (also known as Ball & Bell), *Environmental Law* (5th edn, Blackstone Press, 2000). A detailed reading list is provided for each class, and, with the exception of materials available on-line, key readings are available from a private library with Ms Yvonne Holmes. Useful introductory books include: Holder & McGillivray, *Locality and Identity: Environmental Issues in Law and Society*, 1999; Churchill, Warren & Gibson (Eds), *Law, Policy and the Environment*, 1991; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.

Assessment: Formal three-hour examination in ST, covering the contents of the entire course.

LL251

Intellectual Property Law

This information is for the 2004/05 session.

Teacher responsible: Anne Barron, A155

Availability: This course is optional for Parts I and II LLB, LLB (French). It is also available to students on BA Anthropology and Law.

Core syllabus: An introduction to the law relating to copyright, trademarks and patents in the UK.

Content: The rules and concepts governing the subsistence, scope, duration, ownership and exploitation of copyrights and trade marks, together with a more limited consideration of the criteria for patenting inventions and the scope of the patent right. These legal regimes will be considered against the backdrop of an analysis of Intellectual Property Law's history and theoretical foundations; its increasing importance in sustaining an 'information economy'; and trends towards the global harmonisation of Intellectual Property Law.

Teaching: Two lectures per week; classes fortnightly.

Written work: Students will be expected to submit two pieces of written work during the year.

Reading list: The recommended text will be Lionel Bently & Brad Sherman, *Intellectual Property Law* (Oxford University Press 2001), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of the year.

Assessment: The course will be assessed by way of a three-hour examination in the ST.

LL253

The Law of Corporate Insolvency

This information is for the 2004/05 session.

Teacher responsible: Vanessa Finch, A540

Availability: This course is optional for Parts I and II LLB, LLB (French) and BA Anthropology and Law. (Not available for General Course students).

Pre-requisites: Students will be required to have either studied **The Law of Business Associations** LL203 or be taking that course concurrently.

Core syllabus: The course examines the law relating to insolvent companies and to companies in distress and assesses the impact of corporate insolvency on individuals involved with troubled companies.

Content:

- Role & Objectives of Corporate Insolvency Procedures
- Corporate Borrowing
- Rescue Procedures: Informal & Formal
- Liquidation and *Pari Passu* Distribution
- Repercussions of Corporate Insolvency on Individuals - Directors and Employees
- European & International Dimensions

Teaching: 22 weekly two-hour seminars (LL253).

Written work: Students will be expected to prepare for participation in weekly seminar discussion. A minimum of two essays will be required.

Reading list: *Report of the Review Committee on Insolvency Law & Practice* (the Cork Report) Cmnd 8558 (1982); V Finch, *Corporate Insolvency Law - Perspectives and Principles* (Cambridge University Press, 2002); *Sweet & Maxwell's British Companies Legislation Handbook*. More detailed reading lists will be provided during the course.

Assessment: A formal three-hour examination in the ST based on the full syllabus. Unmarked, approved versions of the relevant legislation may be taken into the examination.

LL257

Labour Law

This information is for the 2004/05 session.

Teacher responsible: Professor H Collins, A342

Availability: LLB and LLB (French Law), BA Anthropology and Law.

Core syllabus: The law of the UK and relevant European law governing collective labour relations and individual employment.

Content: Collective bargaining, trade unions and their members, industrial conflict, and other forms of worker representation and consultation. Forms of employment, regulation of the employment relation, termination of employment, effects of restructuring of businesses, discrimination, and human rights in the workplace.

Teaching: Weekly two-hour seminars (LL257).

Reading list: Reading lists are supplied for each week's seminar. Students should read the latest edition of a text book eg H Collins, K Ewing, A McColgan, *Labour Law: Text and Materials*. Students will also need to refer to a current collection of statutes, such as *Butterworths Student Statutes: Employment Law* or *Blackstone's Statutes on Employment Law*. **Assessment:** A three-hour written examination in the ST. Candidates are permitted to take into the examination an unmarked copy of a collection of statutes.

LL259

Legal and Social Change since 1750

This information is for the 2004/05 session.

Teacher responsible: Professor W T Murphy, A372

Availability: This course is optional for LLB and LLB (French) Parts I and II and other degrees as regulations permit, including BA Anthropology and Law.

Pre-requisites: The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

Core syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

1. Changes in methods of law-making, administration of the law and dispute adjudication. Influence of ideas and of interest groups upon such changes.

2. Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anti-competitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance enforcement, and penal consequences.

Teaching: The course meets once a week for a two-hour seminar (LL259) in MT and LT.

Written work: Students are expected to complete two essays on particular aspects of the course, one at the end of the first term, the other at the end of the second.

Assessment: A three-hour formal examination in the ST, based on all the material dealt with in the course during the year or with the approval of the Department (to be obtained no later than the end of the MT), a full-unit essay on a topic approved by the subject examiners.

LL265

Legislation

This information is for the 2004/05 session.

Teacher responsible: Mr J Jacob, A341

Availability: This is an optional course for LLB and LLB (French) Parts I and II and BA Anthropology and Law.

Core syllabus: The essay should throw new light on the legislative process. This may be done either by a case study of eg the passage of a Bill or the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office. In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials.

Content:

- Ideas for Legislation.
- Parliamentary Procedure and Scrutiny of Legislation: Standing

Committees; Delegated Legislation; Private Bills; The House of Lords.

3. (a) Government Bills and (b) Private Members Bills.

4. Ethics: Lobbying; Conflict of Interest.

5. Draftsmanship and Parliamentary Counsel.

6. Interpretation of Statute the Role of the Courts.

7. Statutory Instruments.

8. Access to Legislation.

9. The reform of each of the above matters.

Teaching: The teaching is by way of frequent supervision of the research method and progress.

Reading list: Reading will be suggested during the course.

Assessment: The examination is by extended essay of about 10,000-12,000 words on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. It should be word processed. It must be submitted by the end of the LT. There will be an oral examination soon after the beginning of the ST. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL269

Civil Litigation - Processes and Functions

This information is for the 2004/05 session.

Teacher responsible: Mr J Jacob, A341

Availability: This course is optional for Parts I and II of the LLB, LLB (French) students and BA Anthropology and Law. Others may take it by permission of the teacher.

Core syllabus: The nature and functions of negotiation within the litigation process; various functions of litigation; what lawyers do and how non-lawyers use the law. The problems of enforcement.

Content: (A) *Lawyers and Lawyering:* Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. The symbolism of the forum. Types of party. The supporting cast, professional lawyers, non-lawyers, and enforcing officers. Costs. Types and forms of action. Openness. The powers of the Court.

(B) *Civil Litigation:* Remedies; Enforcement; Commencement; Limitation of actions. Interim Proceedings. Trial; role, effects and limits of orality. Appeals.

Teaching: 22 two-hour seminars per week, Sessional.

Written work: A minimum of two essays will be required but they will not count towards the examination.

Reading list: There is no fully suitable text but Jacob, *Shifting Cultures and Civil Dispute Resolution* will be found useful. There is much useful material in, among other journals, *Civil Justice Quarterly*. Neil Andrews's *Principles of Civil Litigation* (1994); J A Jolowicz, *On Civil Procedure* (2000) are among the further reading.

Assessment: One three-hour formal examination in the ST.

LL272 Half Unit

Outlines of Modern Criminology

This information is for the 2004/05 session.

Teacher responsible: Professor Robert Reiner, A207

Availability: This half-course is optional for LLB and LLB (French) Part I and II, and BA Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a prerequisite. It is also suitable for General Course students, and a limited number may be admitted on application.

Core syllabus: The course examines the main theories about crime and its explanation, including biological, psychological and psycho-analytic perspectives. The emphasis is on sociological theories, including critical approaches. It also considers a number of aspects of contemporary crime and criminal justice issues, such as the overall trends and patterns of contemporary crime, policing and crime prevention, race and sex discrimination in criminal justice, victims of crime, and the role of the mass media.

Content: The history of criminological theory; individualistic explanations of crime (biological and psychological); social theories of crime; critical perspectives on crime and criminal justice; crime trends and patterns, and the problems of interpreting criminal statistics; policing; race and sex discrimination; victims of crime; mass media representations of crime and criminal justice.

Teaching: There will be 10 two-hour seminars held weekly in the LT.

Written work: Two essays are required during this course.

Reading list: Introductory: S Jones, *Criminology* (2nd edn, 2001) or K Williams, *Textbook on Criminology* (4th edn, 2003). Core texts: M Maguire, R Morgan & R Reiner, *The Oxford Handbook of Criminology* (3rd edn, 2002); D Downes & P Rock, *Understanding Deviance* (4th edn, 2003). Detailed reading for each topic will be recommended at the outset of the course.

Assessment: One two-hour examination in the ST in which candidates have to answer three out of nine questions.

LL275

Property II

This information is for the 2004/05 session.

Teacher responsible: Mr R Nobles, A156

Availability: This is an optional course for LLB and LLB (French) Part I and II students, and compulsory for BA Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam.

Pre-requisites: Students must have completed Property I (LL105)

Core syllabus: The aim of the course is to explore key conceptual problems in English land transfer law and the law of trusts.

Content: The general principles of English land transfer law: the evolution of the system of registration of titles and the structure of property in land. The general nature of equitable principles and remedies. The structure of commercial interests in land: mortgages and land obligations. A historical introduction to the trust form in commercial and family contexts: perspectives on the judicial approach to the acquisition of shares in family property; a treatment of the issues raised by pension trusts; the nature of trusteeship; evolution of trusteeship.

Note: the content of this course is under review and may be changed.

Teaching: Teaching is conducted through seminars in the Michaelmas term; lectures and classes in the Lent term. Students are required to give presentations.

Writing requirement: One essay per term.

Reading list: Moffat, *Trusts Law: Text and Materials*; Murphy & Roberts, *Understanding Property Law*; Gray, *Elements of Land Law*; Nobles, *Pensions Employment and the Law*; Penner, *The Law of Trusts*.

Assessment: A three-hour formal examination in the ST on which the entire assessment for the course is based.

LL278

Public International Law

This information is for the 2004/05 session.

Teachers responsible: Professor Christopher Greenwood CMG, QC, A387 and Dr Gerry Simpson, A471

Availability: An optional course available in the second and third years of the LLB, LLF and BA in Anthropology and Law, as well as for other bachelor's degrees where regulations permit.

Core syllabus: Law-making and law-enforcement in international society, the concept of Statehood, jurisdiction and jurisdictional immunities, State responsibility, sovereignty over territory, the legal regime of the use of force and an introduction to the law of human rights.

Content: The emphasis is on the application of international law in modern international society. Close attention is paid to legal aspects of current developments. (1) The international constitution: sources of law, treaties, institutions, States and international organizations, the individual in international law, the relationship between international law and national law. (2) Selected issues in international law: jurisdiction and immunities, State responsibility, the treatment of foreign nationals, expropriation of foreign property, the use of force.

Teaching: Two one-hour lectures and one hour of small group teaching each week.

Written work: Student are expected to write four essays during the year. These are organized through the small group classes.

Reading list: Detailed guidance is given at the start of the course. Principal books: D J Harris, *Cases and Materials in International Law* (5th edn, 1997); a 6th edition is due in 2004; M Shaw, *International Law* (5th edn, 2003); Evans, *International Law Documents* (6th edn, 2003); Evans, *International Law* (1st edn, 2003). For reference: I Brownlie, *Principles of Public International Law* (6th edn, 2003); R Jennings & A Watts, *Oppenheim's International Law*, Vol 1 (9th edn, 1992).

Assessment: A three-hour written examination taken in the ST.

LL282 Not available in 2004/05

Law of Restitution

This information is for the 2004/05 session.

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law.

Pre-requisites: A general knowledge of the law of contract is essential. A knowledge of the fundamental principles of property law is advisable.

Core syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Content: Historical and analytical introduction to the structure of the law of restitution. Restitution on the ground of vitiation of consent: payments made in ignorance, payment by mistake, payment under compulsion, over-payment of taxation and payments made as a result of inequality between the payer and payee. Restitution on the ground that the plaintiff did not intend to benefit the defendant in the circumstances which have occurred; the concept of total failure of consideration. Restitution and free acceptance. Restitution and wrong doing. Restitution in the second measure, with particular reference to the rules of tracing. Defences to a restitutionary claim.

Teaching: Teaching is by way of 21 seminars (LL282) of two-hours duration during the MT. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class discussion.

Written work: This will be set by the teacher in charge of the course. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading list: P B H Birks, *An Introduction to the Law of Restitution* (Oxford, 1989). Reference should also be made to Goff & Jones, *The Law of Restitution* (3rd edn, 1986).

Assessment: A three-hour formal examination in the ST on which the entire assessment for the course is based.

LL284 Half Unit

Sentencing and Treatment of Offenders

This information is for the 2004/05 session.

Teacher responsible: Dr Jill Peay, A462

Availability: Optional for LLB and LLB (French) Part I or II and BA Anthropology and Law students. Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels, so the course is not so suitable for General Course students.

Core syllabus: Criminal justice is a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. The course examines the aims and justifications of punishment, how courts carry out their sentencing function, and considers areas for sentencing reform.

Content: Community and custodial punishment; sentencing theory and practice; sentencing of dangerous, persistent and mentally disordered offenders; containment and treatment of offenders; parole and release; reform.

Teaching: 10 two-hour seminars (LL284) in the MT. Teaching is by a combination of formal student presentations and group discussion.

Written work: Submission of written presentations (as above) is expected.

Reading list: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is A Ashworth, *Sentencing and Criminal Justice* (3rd edn, Butterworths 2000).

Assessment: One two-hour examination in the ST.

LL287 Half Unit Not available in 2004/05

Social Security Law I

This information is for the 2004/05 session.

Teacher responsible: Dr Julian Fulbrook, A368

Availability: These courses are optional for LLB and LLB (French) - Parts I and II, BA Anthropology and Law.

Pre-requisites: Social Security Law I (LL287) is a pre-requisite for Social Security Law II (LL288).

Core syllabus: The course analyses principal benefits such as jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their legal entitlements.

Content: (1) *Social Security I (SSI)*: General Introduction to National Insurance and Income Support Law. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system, the Beveridge structure, New Labour Reforms. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.

(2) *Social Security II (SSII)*: Interviewing techniques for lawyers. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submissions, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching: The course is taught by two-hour seminars (LL287 weekly MT and LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading and interview transcripts. The aim is to analyse the technicalities of the law but also to put the issues into context - millions of people who every year rely on social security for their basic income.

Reading list: Neville Harris, *Social Security in Context* (2000); Ogun, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).

Assessment: (1) SS I: There is a two-hour paper with two questions:

(a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) A *general essay* on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL288 Half Unit Not available in 2004/05

Social Security Law II

This information is for the 2004/05 session.

Teacher responsible: Dr Julian Fulbrook, A368

Availability: These courses are optional for LLB and LLB (French) - Parts I and II, BA Anthropology and Law.

Pre-requisites: Social Security Law I (LL287) is a pre-requisite for Social Security Law II (LL288).

Core syllabus: The course analyses principal benefits such as jobseekers' allowances, incapacity benefit, industrial injuries benefits and income support, and the lawyering process that enables claimants to pursue their legal entitlements.

Content: (1) *Social Security I (SSI)*: General Introduction to National Insurance and Income Support Law. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system, the Beveridge structure, New Labour Reforms. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.

(2) *Social Security II (SSII)*: Interviewing techniques for lawyers. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submissions, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching: The course is taught by two-hour seminars (LL287 weekly MT and LL288 weekly LT). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading and interview transcripts. The aim is to analyse the technicalities of the law but also to put the issues into context - millions of people who every year rely on social security for their basic income.

Reading list: Neville Harris, *Social Security in Context* (2000); Ogun, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).

Assessment: (1) SS I: There is a two-hour paper with two questions:

(a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) A *general essay* on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL293

Taxation

This information is for the 2004/05 session.

Teachers responsible: Dr I Roxan, A460 and Dr A Mumford, A370

Availability: This is an optional course for LLB and LLB (French) second and third year and BA Anthropology and Law.

Core syllabus: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Content: General principles of taxation, objectives of tax system, types of taxation, structure and administration; powers of the Inland Revenue. Application and interpretation of tax legislation by the UK Courts; evasion and avoidance. The individual's tax position. Tax and families. Relationship with social security benefits. Taxation of employment and business income, including corporations. Annual wealth tax and taxes on the transfer of wealth. Capital gains tax and inheritance tax.

Teaching: Two-hour weekly seminars (LL293) plus additional classes as necessary.

Written work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Reading list: Detailed reading lists will be distributed during the course.

General: Tiley, *Revenue Law*; Whitehouse, *Revenue Law*; Easson, *Cases and Materials*; James & Nobles, *The Economics of Taxation*.

Legislation: Butterworths, *Yellow Tax Guide*; or CCH, *Tax Statutes and Statutory Instruments*.

Assessment: A three-hour written examination. 'Legislation' listed above may be taken into the examination, with non-verbal markings only.

LL294 Not available in 2004/05

Law, Theory and the Policy of Consumer Markets

This information is for the 2004/05 session.

Teacher responsible: Mr Colin Scott, A340

Availability: This course is optional for LLB and LLB (French) Part I and II students and BA Anthropology and Law.

Pre-requisites: Contract and Tort Law, Obligations, Public Law and Criminal Law are all desirable but not essential background.

Core syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to

such activity.

Content: Rationales and institutions for consumer regulation; regulating marketing and advertising; quality of goods and services; regulating consumer credit and financial services; product safety.

Teaching: 22 weekly two-hour seminars (LL294).

Written work: Students will be expected to submit two essays during the year in addition to the assessed essay.

Reading list: C Scott & J Black, *Cranston's Consumers and the Law* (3rd edn, 2000); D Oughton & J Lowry, *Consumer Law* (2nd edn, 2000); S Weatherill, *EC Consumer Law and Policy* (1997); B Harvey & D Parry, *The Law of Consumer Protection and Fair Trading* (6th edn, 2001).

Assessment: (a) assessed essay on a topic to be approved by the responsible teacher (50%); (b) two-hour formal exam in the ST in which candidates will be asked to answer two out of 10 questions (50%). Unmarked statutory materials may be taken into the examination.

LL297 Not available in 2004/05

Women and the Law

This information is for the 2004/05 session.

Availability: This course is optional for 2nd and 3rd year LLB and LLB (French) students and BA Anthropology and Law.

Core syllabus: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Content: Introduction to feminist jurisprudence; women, law and the labour market; the politics of engagement with the law; the regulation of sexuality; reproductive rights; women as victims; women as offenders.

Teaching: One two-hour seminar (LL297) held weekly.

Written work: Two essays will be required.

Reading list: K O'Donovan & E Szyzszak, *Equality and Sex Discrimination Law*; C Smart, *Feminism and the Power of Law*.

Assessment: A choice of assessment either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with an oral examination. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the MT.

LL298 Half Unit

Essay on an approved Legal Topic

This information is for the 2004/05 session.

Notes: The regulations for the LLB degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students. Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chair of the Part I and Part II LLB Board. There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairmen 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 6,000-8,000 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/her own research. The essay should be handed in to the Student Services Centre not later than the first day of the ST.

LL299

Full Unit Essay Option

This information is for the 2004/05 session.

Notes: The current regulations permit a student taking the LLB or LLB (French) degree to make up courses to the value of three and a half subjects in either Part I or Part II by writing a half subject essay of about 6,000-8,000 words on a legal topic approved by the School. This option has now been extended to include a full subject essay of about 12,000-15,000 words.

The conditions attached to the full essay option are broadly the same as those which currently apply to the half subject essay option. It is necessary for a student to have the approval of both a member of staff who is

willing to supervise the essay and the Chair of the LLB Part I and II Examiners for the proposed essay.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course which they are taking to an unacceptable extent. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay and that the approval of the chair of examiners must be obtained by 31 October of the year in question. Where this option is taken students can expect to see the essay supervisor to discuss their work on a regular basis in each of the first two terms with at least three meetings in each term. The essay should be handed in to the Student Services Centre not later than the first day of the ST. Finally, it should be noted that it will not be possible to submit a full subject essay and half subject essay in the same year.

LL300

Competition Law

This information is for the 2004/05 session.

Teachers responsible: Ms Imelda Maher, A472 and Mr Giorgio Monti, A362

Availability: Available to LLB students who have successfully completed LL232 Law and Institutions of the EU or other students who have previously taken a course on EU law.

Core syllabus: An introduction to competition law, theory and policy.

Content: Part I: Theories of competition; competition policy and competition law; the state in the market: competition/market liberalisation/regulation and different models of regulating the state as market actor - Australia, EU, UK; competition and development. Competition agencies - theories of principal/agent; enforcement powers and practice nationally, in the EU, US and internationally; theories of compliance.

Part II: Particular issues will be highlighted depending on current legal developments eg the *Microsoft* case; competition law and reform of the legal profession, portfolio theory in merger cases etc.

Market dominance: UK Competition Act 1998; Article 82 EC; US law.

Market definition; dominance; essential facilities and market access regimes; predatory pricing; market sharing.

Anticompetitive agreements (cartel-busting): UK Competition Act, Article 81 EC; international cartels: per se breaches of competition rules eg price fixing, information sharing; trade associations; problems of detection. The particular competition issues problems surrounding oligopoly.

Innovation and competition - joint ventures; the interface of intellectual property and competition; market definition in the light of innovation.

Mergers: UK, EC and international mergers. Economic theory; jurisdiction; market definition.

Teaching: One two-hour seminar each week.

Written work: Students will be required to do one piece of written work in MT and LT.

Reading list: R Whish, *Competition Law*, 5th edn; Amato, *Antitrust and the Bounds of Power* (Hart, 1997); Doern & Wilks (Eds), *Comparative Competition Policy* (OUP, 1996); Furse, *Competition Law of the UK and EC* (3rd edn, 2001); Gerber, *Law and Competition in Twentieth Century Europe* (1998); Middleton, *Blackstone's Statutes: Competition Law*; Posner, *Antitrust Law - An Economic Perspective* (2nd edn, 2000).

Assessment: One three-hour examination in the ST worth 75% and one assessed essay worth 25%.

LL305

Jurisprudence

This information is for the 2004/05 session.

Teachers responsible: Mr D N Schiff, A153 and Dr J E Penner, A327

Availability: This course is compulsory for LLB and LLF Part II students.

Core syllabus: To introduce jurisprudence, legal theory and the philosophy of law. To explore foundation jurisprudence theories and their historical development. To examine selected modern legal theories that represent extensions or negations of those foundation theories.

Content: Foundation theories that are studied include those of ancient and modern Natural Law, British and continental Legal Positivism; Sociological, Realist and Critical reactions to Positivism; modern Post-Positivist theories. Six selected topics (extensions or negations) from the following list:

Disobedience, Punishment, Hohfeld and the Analysis of Rights, Legal Reasoning, Justice, Feminist Legal Theory, Economic Analysis of Law, The Autonomy of Law, Foucault and Law, Recent Developments in Legal Theory.

Teaching: Students should attend two lectures and one class each week.

Written work: Students will be expected to write one essay each term.

Reading list: The course will principally rely on: J E Penner, D Schiff & R Nobles (Eds), *Jurisprudence and Legal Theory: Commentary and Materials* (2002).

Assessment: A three-hour unseen written examination will be held in the ST. The examination paper will be divided into first (section A) and second

(section B) term questions. Students will be required to answer three questions from a wide choice of questions, but at least one question from each section.

LN100

Russian Language and Society 1

This information is for the 2004/05 session.

Teacher responsible: Dr Olga Sobolev, C806

Pre-requisites: An A-level pass or foreign equivalent is required.

Availability: For undergraduates where regulations permit.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: R Sakwa, *Russian Politics and Society* Routledge, 1993; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; *Sputnik-novosti* newspaper.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN101

Russian Language and Society 001: Ab-initio Intensive

This information is for the 2004/05 session.

Teacher responsible: Dr Olga Sobolev, C806

Availability: For undergraduates where regulations permit. No previous knowledge of Russian language is required.

Core syllabus: Beginners to intermediate study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, with reference to Russian culture and society.

Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading: responding based on topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: L Pargment, *Beginners Russian Reader*, National Text Book Company, 1985; A Vasys *et al*, *Russian Area Reader*, National Text Book Company, 1996.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN102

Russian Language and Society 01: Post-intermediate Intensive

This information is for the 2004/05 session.

Teacher responsible: Dr Olga Sobolev, C806

Availability: For undergraduates where regulations permit.

Pre-requisites: A good pass at GCSE-level or foreign equivalent is required.

Core syllabus: A bridge from intermediate to advanced studies of Russian language in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: A Vasys *et al*, *Russian Area Reader*, National Text Book Company, 1996; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; L Rzhetsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; *Sputnik-novosti* newspaper.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN110

German Language and Society 1

This information is for the 2004/05 session.

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates where regulations permit.

Pre-requisites: An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes with specialist focus; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material.

Written work: Weekly exercises to include handouts for oral presentations.

Reading list: Students are encouraged to make full use of the German resources in the Library as well as reference books and to use the resources available on the World Wide Web. Background reading: D Grosser, *Politik, Wirtschaft und Gesellschaft, Tatsachen über Deutschland/Facts about Germany*, Societäts-Verlag, 1999; Siegfried Lenz, *Fundbüro*; Friedrich Dürrenmatt, *Das Versprechen*.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN111

German Language and Society 001: Ab Initio Intensive

This information is for the 2004/05 session.

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates where regulations permit. No previous knowledge of the German language is required.

Core syllabus: Beginners to intermediate study in all language skills: (a) Speaking; (b) Writing; (c) Reading and understanding; (d) Listening and understanding, taught with reference to German culture and society.

Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short tasks; (d) Reading of and responding to topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using the Language Showroom, IT and web-based materials.

Written work: Weekly exercises. A set number of pieces are to be collated in a 'Dossier'.

Reading list: *Themen aktuell 1 and 2 Kursbuch and Arbeitsbuch*, Hueber Verlag, Ismaning, 2003 and *PASSWORT Deutsch 1 and 2, combined Kurs und Übungsbuch*, edition Deutsch, Klett Verlag, Stuttgart, 2003.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN112

German Language and Society 01: Post-intermediate Intensive

This information is for the 2004/05 session.

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates where regulations permit.

Pre-requisites: A good pass at GCSE or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German culture and society.

Content: (a) Speaking: individual and group activities; (b) Writing: summary and short guided compositions; (c) Reading: basic topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) Interactive topic work; (b) Oral practice, (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material.

Written work: Weekly exercises to be compiled in a 'Dossier'.

Reading list: *Kenntnisse, An Advanced German Course* (Students Book) Routledge, London/New York 1999; *Buscha: Mittelstufenbuch*, 2000; 'em' *Brückenkurs, Hauptkurs, Aufbaukurs* Hueber Verlag, Ismaning, 2002. Recent issues of the magazine 'Deutschland', published in cooperation with the Presse- und Informationsamt der Bundesrepublik; *Tatsachen über Deutschland/Facts about Germany* (Societäts-Verlag).

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN120

Spanish Language and Society 1

This information is for the 2004/05 session.

Teacher responsible: Ms Mercedes Coca, C513

Availability: For undergraduates where regulations permit.

Pre-requisites: An A-level pass or foreign equivalent is required.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive

Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. E Galeano, *Las Venas Abiertas de América Latina*, 1988; H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995; J Hooper, *Los Nuevos Españoles*, 1996.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN121

Spanish Language and Society 001: Ab-initio Intensive

This information is for the 2004/05 session.

Teacher responsible: Ms Mercedes Coca, C513

Availability: For undergraduates where regulations permit. No previous knowledge of the language is required.

Core syllabus: Beginners to intermediate study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, with reference to Spanish culture and society.

Content: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading responding based on topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list:

- USO de la gramática española: elemental, Francisca Castro, editorial Edelsa (plus answer key)
- USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (plus answer key)
- Para Conjuguar, with CD-Rom
- SUEÑOS world Spanish, a multimedia course for beginners learning Spanish, BBC
- TeLL me more Pro, CD-rom, level 1.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Dossier of language work (20%).

LN122

Spanish Language and Society 01: Post GCSE Intensive

This information is for the 2004/05 session.

Teacher responsible: Ms Lourdes Hernández-Martín, C807

Availability: For undergraduates where regulations permit.

Pre-requisites: A good pass at GCSE or its equivalent is required.

Core syllabus: Study of the Spanish language: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary writing and short guided compositions; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) Interactive Topic work; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Laboratory, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web.

USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (más clave con respuestas); Avance. Ed SGEI; Linc, Spanish Intermediate and Advanced CD Rom; Para conjugar, CD Rom. Readings: 'Los carros vacíos' de Francisco Garcia Pavon; 'Las tres de la madrugada' de Miguel Buñuel; 'Las inquietudes de Santi Andía' de Pio Baroja; 'Lista de locos y otros alfabetos' de Bernardo Atxaga; 'Las ataduras' de Carmen Martín Gaité; 'Las ataduras' de Carmen Martín Gaité, 'Requiem por un campesino español' de Ramon J Sender; 'Cuentos' de Ignacio Aldecoa; 'Don Quijote de la Mancha' (Primera y Segunda Parte) de Miguel de Cervantes.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN130

French Language and Society 1

This information is for the 2004/05 session.

Teacher responsible: Mr Hervé Didiot-Cook, C803

Availability: For undergraduates where regulations permit.

Pre-requisites: An A-level pass or foreign equivalent is required. Please contact the Teacher responsible to discuss course requirements and level BEFORE registering for this course.

Core syllabus: Advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of history, politics, economics and society.

Content: (a) Speaking; individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: G Thomas, *Francothèque, A resource for French studies*, 2002; Serge Bernstein et Pierre Milza, *Histoire de la France au XX^{ème} siècle*, 1991.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN131

French Language and Society 001: Ab-initio Intensive

This information is for the 2004/05 session.

Teacher responsible: Mr Christophe Millart, C802, Email:

c.millart@lse.ac.uk

Availability: For undergraduates where regulations permit. No previous knowledge of language required. Please make sure to contact the Teacher responsible above to discuss course requirements and level BEFORE registering for this course.

Core syllabus: A bridge to intermediate studies of French language & Society in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following manuals are recommended: C Thompson & E Phillips, *Mais oui!* 2nd edn (2000); J-P Valette & R Valette, *Contacts, Langue et culture françaises*, 7th edn (2001); G Thomas, *Francothèque, A resource for French studies* (2002); M Mitchell, *Pour parler affaires, Méthode de français commercial* (2001); D Bourdais et al, *Essor* (2000); G Capelle & N Gidon, *Le Nouvel Espaces 1* (1995); A McLachlan, *Zénith* (2000); E Armstrong et al, *Au point, nouvelle édition* (2001).

Assessment: Portfolio of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of the final mark) which includes: Listening (15%), Reading comprehension in French (15%), Essay writing (20%), Grammar and lexis (10%).

LN132

French Language and Society 01: Post GCSE Intensive

This information is for the 2004/05 session.

Teacher responsible: Mr Christophe Millart, C802, Email:

c.millart@lse.ac.uk

Availability: For undergraduates where regulations permit. Please make sure to contact the Teacher responsible above to discuss course requirements and level BEFORE registering for this course.

Pre-requisites: A good pass at GCSE-level or foreign equivalent is required.

Core syllabus: A bridge from intermediate to advanced studies of French language in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials.

Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following manuals are recommended: D Bourdais et al, *Elan 1, French AS* (2002); G Thomas, *Francothèque, A resource for French studies* (2002); M Mitchell, *Pour parler affaires, Méthode de français commercial* (2001); D Bourdais et al, *Essor* (2000); G Capelle & N Gidon, *Le Nouvel Espaces 2* (1995); A McLachlan, *Zénith* (2000); E Armstrong et al, *Au point, nouvelle édition* (2001).

Assessment: Portfolio of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of

the final mark) which includes: Listening (15%), Summary in French (15%), Essay writing (20%), Grammar and lexis (10%).

LN200

Russian Language and Society 2

This information is for the 2004/05 session.

Teacher responsible: Dr Olga Sobolev, C806

Availability: For undergraduates who have either successfully completed LN100 programme or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three-hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: R Sakwa, *Russian Politics and Society*, Routledge, 1993; R Sevice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; *Sputnik-novosti* newspaper.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN210

German Language and Society 2

This information is for the 2004/05 session.

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates who have either successfully completed the first year programme (LN110) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German language and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of German books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. H Plötsch, *Die Deutsche Demokratie*; G Buchner, *Die Bundesrepublik Deutschland. Basiswissen für Staatsbürger*; R Menasse, *Erklär mir Österreich*.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN220

Spanish Language and Society 2

This information is for the 2004/05 session.

Teacher responsible: Ms Mercedes Coca, C513

Availability: For undergraduates who have either successfully completed the first year programme (LN120) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: J P Fussi & J Palafox, *España: el Desafío a la Modernidad 1808-1996*, 1997; P Preston, *Las Tres Españas del 36*, 1997; G García Marquez, *Fantasia y creación artística en América Latina y el Caribe* 1981; L De Sebastián, *Mundo Rico, Mundo Pobre*, Sal Terar, 1992; TVE, "Crónicas de la Transición Española" 1992; V Prego, "Crónicas de la Transición Española" 1992.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN230

French Language and Society 2

This information is for the 2004/05 session.

Teacher responsible: Mr Hervé Didot-Cook, C803

Availability: For undergraduates who have either successfully completed the first year programme (LN130) or can show other evidence of the necessary degree of proficiency. Please contact the teacher responsible to discuss course requirements and level BEFORE registering for this course.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material and a virtual learning environment supported by WebCT.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: Boris Vian, *L'arrache-coeur*; René Rémon, *Notre siècle 1918-1988*; Hubert Védrine, *Les mondes de François Mitterrand 1981-1995*.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN250

English Literature and Society

This information is for the 2004/05 session.

Teacher responsible: Dr Angus Wrenn, C614

Availability: For undergraduates where regulations permit.

Pre-requisites: An A-level pass or equivalent is recommended but not required (especially for General Course students).

Core syllabus: (a) Study of 20th century British literature in its socio-political context; (b) Critical appreciation of British Literature and the elements of style in prose, poetry and drama; (c) Study of major cultural themes eg Literature of War; Imperialism; Feminism; (d) Study of individual authors.

Content: (a) Modernism; Political Engagement; Social Realism; Theatre of the Absurd; Post-Colonial Literature; Celtic Literature; Post-Modernism; (b) Several trips to theatre productions during the year; (c) Extensive use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: Two hours per week, featuring: (a) Lectures on a range of authors and themes; (b) Classes including students' presentations; (c) Revision Workshops; (d) Tutorials.

Written work: Two essays per year; presentations.

Reading list: Malcolm Bradbury, *The Modern British Novel*; Raymond Williams, *Culture and Society*; Edward Said, *Culture and Imperialism*; Elaine Showalter, *A Literature of Their Own*; Paul Fussell, *The Great War and Modern Memory*; John Carey, *The Intellectuals and the Masses*.

Assessment: Three-hour written examination (75%); coursework essay (25%).

LN302

Russian Language and Society 3

This information is for the 2004/05 session.

Teacher responsible: Dr Olga Sobolev, C806

Availability: For undergraduates who have either successfully completed LN200 programme or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Written work: Weekly exercises.

Reading list: L Rzhovsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; R Milner-Gulland, *The Russians*, Blackwell, 1999.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN310

German Language and Society 3

This information is for the 2004/05 session.

Teacher responsible: Mrs Astrid Küllmann-Lee, C616

Availability: For undergraduates who have either successfully completed the second year programme (LN210) or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of German culture and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: summary, comment and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Presentations; (b) Oral Practice; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly exercises.

Reading list: Students are encouraged to make full use of the resources of German books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. Background Reading: "Kulturelles Leben in der Bundesrepublik Deutschland", Bonn, 1992; C Fohrbeck, *Private Kulturförderung in der Bundesrepublik*, Bonn, 1989. Herrmann Glaser: *Kulturgeschichte Deutschlands im 20. Jahrhundert*, Beck, München, 2002.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN320

Spanish Language and Society 3

This information is for the 2004/05 session.

Teacher responsible: Mr Rafael Peñas Cruz, C801

Availability: For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of politics, economics and society.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: Eduardo Tijeras, *Crónica de la frontera, Antología de de primitivos historiadores de Indias*; Miguel de Cervantes *Novelas Ejemplares*; Gabriel García Marquez, *Cien Años de Soledad*; Benito Pérez Galdos, *La de Bringas*; Carmen Laforet, *Nada*; Tomas Eloy Martínez, *Santa Evita*.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

LN330

French Language and Society 3

This information is for the 2004/05 session.

Teacher responsible: Mr Hervé Didot-Cook, C803

Availability: For undergraduates who have either successfully completed the programme (LN230) or can show other evidence of the necessary degree of proficiency. Please contact the teacher responsible to discuss course requirements and level BEFORE registering for this course.

Core syllabus: Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of art, literature, power, politics, gender, race, and social classes.

Content: (a) Speaking: individual and group oral presentations; (b) Writing: translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Written work: Weekly language exercises.

Reading list: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: M Wieviorka & J Ohana, *La différence culturelle* (2001); J F Dortier, *Philosophies de notre temps* (2000); J C Ruano-Bordalan, *L'identité, L'individu, Le groupe, La société* (1998); P Bréchon, *Les grands courants de la Sociologie* (2000).

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

MA100**Mathematical Methods**

This information is for the 2004/05 session.

Teacher responsible: Dr M Harvey, B415 and Professor G Brightwell, B405

Availability: This course is available to students on the following programmes: BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, MSc Economics (Preliminary Year), BSc Economic History with Economics, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics and BSc Mathematics and Economics. It is not available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107).

Pre-requisites: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.

Core syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Content: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics. For further information see www.maths.lse.ac.uk/Courses/ma100.html

Teaching: The lecture course MA100 is two hours each week (one hour of linear algebra and one hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100.D for BSc BMS only).

Written work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Reading list: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Howard Anton, *Elementary Linear Algebra*.

Assessment: The course assessment is based exclusively on a three-hour formal examination in the ST.

MA103**Introduction to Abstract Mathematics**

This information is for the 2004/05 session.

Teachers responsible: Dr Jan van den Heuvel, B410 and Dr Amol Sasane, B414.

Availability: This course is available to students on the following programmes: BSc Business Mathematics and Statistics, BSc Actuarial Science and BSc Mathematics and Economics. Students on other degrees may take this course provided they satisfy the pre-requisites.

Pre-requisites: Students should have taken, or be taking concurrently, the course **Mathematical Methods** (MA100).

Core syllabus: Introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis.

Content: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic, infimum and supremum, sequences, limits, continuity, groups and vector spaces.

For further information see www.maths.lse.ac.uk/Courses/ma103.html

Teaching: 40 lectures (MA103) and 20 classes (MA103.A, for BSc in Mathematics and Economics students; MA103.B) in MT and LT. Revision lectures in ST.

Written work: Weekly exercises are set and marked.

Reading list: M Liebeck, *A Concise Introduction to Pure Mathematics*; R Allenby, *Numbers and Proofs*; N L Biggs, *Discrete Mathematics*; Victor Bryant, *Yet another Introduction to Analysis*; R G Bartle & D R Sherbert, *Introduction to Real Analysis*.

Assessment: A three-hour formal examination in the ST.

MA106 Half Unit**Introductory Quantitative Methods (Maths)**

This information is for the 2004/05 session.

Teacher responsible: Professor Steve Alpern, B407

Availability: Available on BSc Accounting and Finance and BSc Management and as permitted by the regulations.

Pre-requisites: Students should have a reasonable understanding of GCSE-level Mathematics (or equivalent). The course is not available for students with A-level Mathematics (or equivalent). Students with AS-level Mathematics (or equivalent) are normally expected to take MA107

Quantitative Methods (Mathematics)

Core syllabus: This course is designed to provide elementary quantitative skills. Students will be introduced to basic mathematical concepts and manipulations. The presentation will indicate some applications of quantitative methods for economics and management.

Content: Arithmetical operations, powers and roots; basic algebra; series, logarithms and exponential growth; sets, functions and graphs; linear and quadratic equations; differentiation of functions of one variable; marginal cost and marginal revenue; introduction to integration; matrix algebra; systems of linear equations. For further information see <http://www.maths.lse.ac.uk/Courses/ma106.html>

Teaching: Lectures MA106: 20 hours MT. Classes MA106.A: 10 hours MT. Help sessions: MA106.B 10 in MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The course will be mostly taught from the lecturer's notes. The following books can provide additional material: T Bradley & P Patton, *Essential Mathematics for Economics and Business*; I Jacques, *Mathematics for Economics and Business*; M Rosser, *Basic Mathematics for Economics*.

Assessment: A two-hour formal examination in the ST.

MA107 Half Unit**Quantitative Methods (Mathematics)**

This information is for the 2004/05 session.

Teacher responsible: Dr A Ostaszewski, B406

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Economics and Economic History, MSc Economics (Preliminary Year), BSc Environmental Policy, BSc Government and Economics, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: This is a basic course in Mathematics for students who have performed well at least at AS-level in Mathematics, or equivalent, and are confident in their use of basic calculus (though some revision of this basic material is given in the lectures). It is also appropriate for students with A-level in Mathematics. Students with A-level Mathematics confident of their mathematical skills may also consider the full unit MA100.

Core syllabus: Additional mathematical tools necessary for further study in economics. Ideas are taught systematically, with emphasis on applicability to economic problems. Liberal use of examples throughout for motivation and illustration.

Content: This course is to give students the additional mathematical tools necessary for further study in economics or related disciplines as used in the description and forecasting of some selected economic phenomena and to develop basic mathematical modelling skills for these phenomena.

Techniques of calculus (partial differentiation, integration, optimisation), methods of linear algebra (use of matrices), the solution of difference and differential equations are the focal points. Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation, geometry of lines and planes, convexity. Matrix notation, solution of linear systems, inverse matrices. Integration. Differential equations.

Note: Each mathematical section will be intimately linked to one or more economic models; for details see

<http://www.maths.lse.ac.uk/Courses/ma107.html>

Teaching: Lectures MA107: 20 during MT and LT. Classes MA107A: 10 during MT, LT and ST.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close to this course. Further information will be provided in the lectures.

Assessment: A two-hour examination in the ST.

MA110**Basic Quantitative Methods**

This information is for the 2004/05 session.

Teacher responsible: Professor Steve Alpern, B407 and Dr James Ward, B415

Availability: This course is for BSc degrees as permitted by the regulations. The course is designed for students with a reasonable understanding of GCSE-level Mathematics (or equivalent).

Pre-requisites: The course is not available for students with A-level Mathematics (or equivalent). Students with AS-level Mathematics (or equivalent) are normally expected to take MA107, **Quantitative Methods (Mathematics)**.

Core syllabus: The course is designed to provide students with the elementary mathematical tools that are needed to study Economics. Students will be introduced to basic mathematical concepts and manipulations. Examples of applying these techniques to a variety of economic and management problems are given throughout the course.

Content - Part A: Arithmetic operations, powers and roots; basic algebra; logarithms and exponential growth; sets, functions and graphs; linear and quadratic equations; differentiation of functions of one variable; marginal cost and marginal revenue; introduction to integration; matrix algebra; systems of linear equations.

Content - Part B: Geometric series; discounting and present values; functions of several variables; partial differentiation; optimisation and the Lagrange multiplier method; introduction to linear programming; summation of continuous flows; consumer and producer surplus; equilibrium and stability in dynamic models; difference equations.

Teaching: Lectures: MA106, 20 in MT; MA110, 20 in LT.

Classes: MA110.A, 20 in MT and LT.

Help sessions: MA106.B, 10 in MT; MA110.B, 5 in LT.

Revision lectures will be arranged in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The course will be mostly taught from the lecturers' notes. The following books can provide additional material: T Bradley & P Patton, *Essential Mathematics for Economics and Business*; E T Dowling, *Mathematics for Economists* (Schaum's Outline Series); I Jacques, *Mathematics for Economics and Business*; M Rosser, *Basic Mathematics for Economists*.

Assessment: Three-hour written examination in the ST.

MA200 Half Unit**Further Mathematical Methods (Calculus)**

This information is for the 2004/05 session.

Teacher responsible: Professor G Brightwell, B405

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, MSc Econometrics and Mathematical Economics (Preliminary Year), BSc Economics, BSc Economics (Preliminary Year) and BSc Mathematics and Economics.

Pre-requisites: Ideally **Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus, and proficiency in techniques of differentiation and integration.

Core syllabus: This course develops ideas first presented in MA100. It studies how integrals may be calculated, or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations.

Content: Limiting processes. The Riemann integral. Multiple integration. Improper integrals. Manipulation of integrals. Laplace transforms. The Riemann-Stieltjes integral.

For further details, see www.maths.lse.ac.uk/Courses/ma200.html

Teaching: 20 lectures (MA200) MT accompanied by weekly classes MA200.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: A Ostaszewski, *Advanced Mathematical Methods*. Useful background texts include: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; M R Spiegel, *Laplace Transforms*; R A Adams, *Calculus*.

Assessment: A two-hour formal examination in the ST.

MA201 Half Unit**Further Mathematical Methods (Linear Algebra)**

This information is for the 2004/05 session.

Teacher responsible: Dr R Simon, B404

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, MSc Econometrics and Mathematical Economics (Preliminary Year), BSc Economics, BSc Economics (Preliminary Year) and BSc Mathematics and Economics.

Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation.

Core syllabus: This course develops the ideas and results first presented in the algebra part of **Mathematical Methods** (MA100).

Content: This course makes a connection between formal method and

geometrical insight (visual intuition). It develops a selection of optimisation problems in a number of application areas including statistics and finance; it develops vector and matrix methods including orthogonal representation of vectors and representation of projections by matrices, and representation of matrices in canonical form. Specific topics are as follows: Vector spaces, Wronskians, Inner Products, Orthogonality, Geometry of R^n , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory (including Linear Regression, Capital Asset Pricing Model, Population Dynamics and Differential Equations). For further information see www.maths.lse.ac.uk/Courses/ma201.html

Teaching: 20 lectures (MA201) LT accompanied by weekly MA201.A classes (MA201.B for BSc Mathematics and Economic students). Revision lectures will be held in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: A Ostaszewski, *Advanced Mathematical Methods* and H Anton & C Dorris, *Elementary Linear Algebra: Applications version* (Wiley, 1994). Additional background reading: C Simon & L Blume, *Mathematics for Economists* (Norton, 1994); D Luenberger, *Investment Science* (1998).

Assessment: A two-hour formal examination in the ST.

MA203 Half Unit**Real Analysis**

This information is for the 2004/05 session.

Teacher responsible: Dr M Anthony, B409

Availability: The course is intended for students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course providing that they satisfy the pre-requisites.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103), or some equivalent giving experience with formal proofs.

Core syllabus: A course in real analysis for those who have already met the basic concepts. The emphasis is on functions, sequences and series in real n -dimensional space, and the more general concept of a metric space.

Content: We study the formal mathematical theory of: series of real numbers; series and sequences in n -dimensional real space R^n , limits, continuity and derivatives of functions mapping between R^m and R^n , uniform convergence of continuous functions, closed and open sets, and compactness. These topics are set in a more general context by introducing metric spaces. For further details, see <http://www.maths.lse.ac.uk/Courses/ma203.html>

Teaching: 20 lectures (MA203) MT accompanied by weekly classes MA203.A MT. Revision lectures in ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: Lecture notes will be provided. The following may prove useful: Robert G Bartle & Donald R Sherbert, *Introduction to Real Analysis*; K G Binmore, *Mathematical Analysis: a straightforward approach*; Victor Bryant, *Yet Another Introduction to Analysis*; W A Sutherland, *Introduction to Metric and Topological Spaces*.

Assessment: A two-hour formal examination in the ST.

MA207 Half Unit**Further Quantitative Methods (Mathematics)**

This information is for the 2004/05 session.

Teacher responsible: Dr M Harvey, B415

Availability: This course is intended primarily for students of Management, Management Sciences, Economics and Accounting and Finance.

Pre-requisites: Students should have previously taken **Quantitative Methods (Mathematics)** (MA107). It is not available to students who have taken **Mathematical Methods** (MA100), or equivalent, nor higher level methods courses.

Core syllabus: This is a second course in quantitative methods, following on directly from **Quantitative Methods (Mathematics)** (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance.

Content: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables. For further information see

<http://www.maths.lse.ac.uk/Courses/ma207.html>

Teaching: 20 Lectures (MA207) and 10 classes (MA207.A) in the LT. Revision lectures in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Assessment: One two-hour paper in the ST.

MA208 Half Unit

Optimisation Theory

This information is for the 2004/05 session.

Teacher responsible: Professor S Alpern, B407

Availability: The course is intended for students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103) or **Real Analysis** (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Core syllabus: The course describes various techniques of continuous optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

Content: Introduction and review of relevant parts from real analysis, with emphasis on higher dimensions. Weierstrass' Theorem on continuous functions on compact set. Review with added grid of unconstrained optimisation of differentiable functions. Lagrange's Theorem on equality constrained optimisation. The Kuhn-Tucker Theorem on inequality constrained optimisation. Linear programming and duality. Finite and infinite horizon dynamic programming.

For further information see www.maths.lse.ac.uk/Courses/ma208.html

Teaching: 20 lectures (MA208) and 10 classes (MA208.A) in the LT.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: R K Sundaram, *A first Course in Optimisation Theory* is the required textbook, which will be accompanied by notes handed out throughout the course. Useful background reading can be found in A U Dixit, *Optimization in Economic Theory*.

Assessment: A two-hour written examination in the ST.

MA209 Half Unit

Differential Equations

This information is for the 2004/05 session.

Teacher responsible: Dr Jan van den Heuvel, B410

Availability: The course is intended for students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103) or **Real Analysis** (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Core syllabus: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems.

Content: Review of relevant mathematical background. First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1-dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems in the plane: local and global behaviour; linearisation and stability at fixed points; Lyapunov functions. General nonlinear systems: attracting sets and attractors; conservative systems and integrals.

For further information see www.maths.lse.ac.uk/Courses/ma209.html

Teaching: 20 lectures (MA209) and 10 classes (MA209.A) in the LT.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The required text book will be D K Arrowsmith & C M Place, *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour*. Notes containing additional material will be handed out throughout the course. Useful material closely related to parts of the course are R Grimshaw, *Nonlinear Ordinary Differential Equations* and W A Brock & A G Malliaris, *Differential Equations, Stability and Chaos in Dynamic Economics*.

Assessment: A two-hour written examination in the ST.

MA300

Game Theory

This information is for the 2004/05 session.

Teacher responsible: Dr B von Stengel, B408

Availability: As permitted in the regulations.

Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA 107). Some knowledge of probability. Knowledge of economics as covered in **Microeconomic Principles I** (EC201) or **Microeconomic Principles II** (EC202).

Core syllabus: Concepts and methods of game theory with applications to economics.

Content: Part I: same as for **Game Theory I** (MA301). Part II: Repeated Games. Static Games with Incomplete Information. Dynamic Games with Incomplete Information. Introduction to Cooperative Game Theory.

For further information see www.maths.lse.ac.uk/Courses/ma300.html

Teaching: 40 lectures (MA300.1 and MA300.2), 20 classes (MA300.1A and MA300.2A) in MT and LT. Revision lectures in ST.

Written work: Weekly exercises are set and marked.

Reading list: K G Binmore, *Fun and Games*, 1992; R Gibbons, *A Primer in Game Theory*, 1992.

Assessment: A three-hour written examination in ST.

MA301 Half Unit

Game Theory I

This information is for the 2004/05 session.

Teacher responsible: Dr B von Stengel, B408

Availability: As permitted in the regulations.

Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA 107). Some knowledge of probability.

Core syllabus: The theory of games and its applications in economics.

Content: Game trees with perfect information, Nim. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium.

Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining.

For further information see www.maths.lse.ac.uk/Courses/ma301.html

Teaching: 20 lectures (MA300.1), 10 classes (MA300.1A) in MT. Revision classes in ST.

Written work: Weekly exercises are set and marked.

Reading list: K G Binmore, *Fun and Games*, 1992.

Assessment: A two-hour formal examination in the ST.

MA303 Half Unit

Chaos in Dynamical Systems

This information is for the 2004/05 session.

Teacher responsible: Dr M Luczak, B411

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Mathematics and Economics and BSc Business Mathematics and Statistics.

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103), is desirable. In particular, some familiarity with proving theorems would be useful.

Core syllabus: The theory and qualitative analysis of discrete dynamical systems. Particular emphasis is given to long-term evolution, stability analysis and chaotic behaviour. Connections to fractal sets are explored.

Content: Iteration of discrete maps. Orbit analysis. Contraction mapping theorem. Quadratic maps. Bifurcations. Definition of chaos. Sarkovskii's theorem. Fractal sets.

For further information see <http://maths.lse.ac.uk/Courses/ma303.html>

Teaching: 20 lectures in LT accompanied by weekly classes. Revision lecture in ST.

Written work: Exercises will be set and marked on a weekly basis.

Reading list: Required Text: R Devaney, *A First Course in Chaotic Dynamical Systems*; R Devaney, *An Introduction to Chaotic Dynamical Systems*; E Scheinerman, *Invitation to Dynamical Systems*.

Assessment: A two-hour formal examination in the ST.

MA305 Half Unit

Control Theory

This information is for the 2004/05 session.

Teacher responsible: Dr Amol Sasane, B414

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided they satisfy the pre-requisites.

Pre-requisites: Students should have attended a course in Mathematical Methods, ideally **Further Mathematical Methods (Calculus)** (MA200).

Core syllabus: A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.

Content: This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of

continuous time optimisation in a deterministic context, and later under uncertainty, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples including problems in Finance. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance.

For further information see <http://www.maths.lse.ac.uk/Courses/ma305.html>

Teaching: 20 lectures (MA305) and 10 classes (MA305.A), in the MT.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a regular basis.

Reading list: A full set of lecture notes will be provided. G Leitmann, *Calculus of Variations and Optimal Control*, Plenum.

Assessment: A two-hour formal examination paper in the ST.

MA310 Half Unit

Mathematics of Finance and Valuation

This information is for the 2004/05 session.

Teacher responsible: Dr A Ostaszewski, B406

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Students should have attended courses in Mathematical Methods and Statistics. For example MA107, ST107 and MA207, or the pair MA100 and ST102 would be suitable.

An intermediate level course in mathematics and/or statistics may prove helpful.

Core syllabus: Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (eg calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model.

Content: This course introduces the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (such as call and put options) in a discrete and a continuous framework. It develops a formulation of the principles of risk-neutral valuation including some No-Arbitrage Theorems. Replication and pricing of contingent claims in certain simple models (discrete and continuous) are central themes. Derivation of the Black-Scholes equation, its solution in special cases and the Black-Scholes formula are its focal points. Specific topics followed are these: Two-period and multi-period modelling of asset price evolution. Relation to mean-variance portfolio analysis. Risk-neutral valuation of call and put options in the absence of arbitrage. Hedging and replicating portfolios. Martingale measure. Weak and strong forms of arbitrage (Law of One Price). Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of Itô's Lemma and the Black-Scholes equation. Kac-Feynman formula. Girsanov's Theorem (discussion only).

For further information see www.maths.lse.ac.uk/Courses/ma310.html

Teaching: 20 lectures (MA310) and 10 classes (MA310.A), in MT. Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: The main texts for the course will be: Stanley R Pliska, *Introduction to Mathematical Finance*, Blackwell, 1997 and A Etheridge, *A Course in Financial Calculus*, CUP. Background texts to which we shall refer will include: J Hull, *Options, Futures and Other Derivatives*, Prentice-Hall, 1977; P Wilmott, S Howison & J Dewynne, *The Mathematics of Financial Derivatives*, CUP, 1995; M Baxter & A Rennie, *Financial Calculus*, CUP, 1996.

Assessment: A two-hour formal examination in the ST based on the full syllabus for the lecture course.

Core syllabus: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. Martingales. Stochastic processes. Brownian motion. The Itô integral.

For further information see www.maths.lse.ac.uk/Courses/ma313.html

Teaching: 20 lectures and 10 classes in the MT and ST.

Written work: Exercises will be set and marked on a weekly basis.

Reading list: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, *A first look at Rigorous Probability Theory*; G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*; N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*.

Assessment: A two-hour formal examination in the ST.

MA311 Half Unit

Discrete Mathematics

This information is for the 2004/05 session.

Teacher responsible: Dr R Simon, B404

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics or BSc Business Mathematics and Statistics degrees. Students on other degrees may take this course provided they satisfy the pre-requisites.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103) (or some other course based on formal definitions and proofs) is a pre-requisite.

Core syllabus: This is a course in abstract mathematics, introducing students to some of the main techniques of discrete mathematics, and the most important results in the area.

Content: Introduction to counting. Combinations and selections. Properties of binomial numbers. The principle of inclusion-exclusion. Recurrence relations and generating functions. Partitions of a positive integer, graphs, their degree sequences, Eulerian and Hamiltonian

properties. Trees, maximum spanning trees, greedy algorithm. Vertex-colouring, the five-colour theorem. Edge-colouring and applications to Latin squares.

For further information see www.maths.lse.ac.uk/Courses/ma311.html

Teaching: 20 lectures (MA311) and 10 classes (MA311.A) in the MT.

Revision lectures will be arranged in the ST.

Written work: Written answers to set problems will be expected on a weekly basis.

Students may be required to give short presentations based on their written work.

Reading list: N L Biggs, *Discrete Mathematics*; Ian Anderson, *A First Course in Combinatorial Mathematics*; S Barrett, *Discrete Mathematics, Numbers and Beyond*; R J Wilson, *Introduction to Graph Theory*.

Assessment: A two-hour formal examination in the ST.

MA312 Half Unit Not available in 2004/05

Geometry and Convexity

This information is for the 2004/05 session.

Teacher responsible: Dr J van den Heuvel, B410

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Students are expected to have followed **Introduction to Abstract Mathematics** (MA103) and **Real Analysis** (MA203). Students who have not done MA203, but feel they have sufficient mathematical background, should contact the teacher.

Core syllabus: This course covers the theory of geometric objects in n-dimensional Euclidean space, concentrating on convex sets. It also gives an introduction to topological concepts.

Content: Introduction to geometry in \mathbb{R}^n . Convex sets and convex functions. Separation theorems and supporting hyperplanes. Polytopes. Application to Linear Programming. Convexity and continuity. Introduction to topology.

For further information see www.maths.lse.ac.uk/Courses/ma312.html

Teaching: 20 lectures (MA312) and 10 classes (MA312.A) in the LT and ST.

Written work: Weekly exercises will be set and marked.

Reading list: Most of the material will be covered in the lecture notes, which will be handed out regularly. Background reading: A Ostaszewski, *Advanced Mathematical Methods*; R J Webster, *Convexity*; G M Ziegler, *Lectures on Polytopes*; Yu A Shashkin, *Fixed Points*.

Assessment: A two-hour formal examination in the ST.

MA313 Half Unit

Probability for Finance and Economics

This information is for the 2004/05 session.

Teacher responsible: Dr M Luczak, B411

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103) or equivalent, together with **Mathematical Methods** (MA100) and **Elementary Statistical Theory** (ST102). Attendance at more advanced courses, eg, **Real Analysis** (MA203), **Further Mathematical Methods (Calculus)** (MA200) and/or **Probability, Distribution Theory and Inference** (ST202) would be highly desirable.

Core syllabus: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. Martingales. Stochastic processes. Brownian motion. The Itô integral.

For further information see www.maths.lse.ac.uk/Courses/ma313.html

Teaching: 20 lectures and 10 classes in the MT and ST.

Written work: Exercises will be set and marked on a weekly basis.

Reading list: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, *A first look at Rigorous Probability Theory*; G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*; N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*.

Assessment: A two-hour formal examination in the ST.

MA314 Half Unit

Theory of Algorithms

This information is for the 2004/05 session.

Teacher responsible: Dr B von Stengel, B408

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Familiarity with abstract concepts, advisable course **Introduction to Abstract Mathematics** (MA103). Willingness to cope with technical details of computer usage.

Core syllabus: Introduction to the theory of algorithms, data structures, and computational complexity.

Content: Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomial-time algorithms.

For further information see: www.maths.lse.ac.uk/Courses/ma314.htm

Teaching: 20 lectures (MA314), 10 classes (MA314.A), and optional computer help sessions, in LT.

Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Reading list: T H Cormen, C E Leiserson & R L Rivest, *Introduction to Algorithms*, MIT Press 1990 (or 2nd edn, 2001); D Flanagan, *Java in a Nutshell*, 3rd edn, O'Reilly 1999.

Assessment: A two-hour written examination in the ST.

MA315 Half Unit

Algebra and its Applications

This information is for the 2004/05 session.

Teacher responsible: Professor N L Biggs, B412

Availability: The course is intended for 3rd year students on the Mathematics and Economics or Business Mathematics and Statistics degrees. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Students must have passed **Introduction to Abstract Mathematics** (MA103).

Core syllabus: The aim of the course is to introduce abstract algebraic structures, such as groups, rings and fields, and show how these structures can be used to solve concrete problems.

Content: Basic results about permutations. Abstract groups: cyclic groups, subgroups, Lagrange's theorem. Permutation groups: orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings and polynomials: the Euclidean algorithm for polynomials. Finite fields: construction, the primitive element theorem, applications to orthogonal latin squares, symmetric designs. Error-correcting codes: linear codes, cyclic codes, perfect codes. Cryptography: basic notions, algebraic methods, public-key systems.

For further information see: www.maths.lse.ac.uk/Courses/ma315.html

Teaching: 20 lectures (MA 315) and 10 classes (MA 315.A) in LT, plus revision sessions in the ST.

Written work: Sets of exercises will be distributed regularly, and students' solutions will be collected, marked, and discussed in the classes.

Reading list: The main text is N L Biggs, *Discrete Mathematics*, specifically Chapters 20-24, together with some introductory material from earlier chapters. Students may also find the following useful: D J A Welsh, *Codes and Cryptography*

Assessment: A two-hour formal examination in the ST.

MN100

Orientation for Management Students

This information is for the 2004/05 session.

Teacher responsible: Dr David Lane, G410

Availability: Compulsory course, exclusively for first year BSc Management students.

Core syllabus: The course introduces students to the degree as a whole.

Content: The course consists of student group work and presentations on companies, governmental bureaux, or non-profit organisations.

Teaching: Seminars (MN100) are held weekly in the MT beginning in week two and held in weeks two to five of the LT.

Written work: There is no written work for this course.

Reading list: There is no reading list for the course.

Assessment: The course is not examined.

MN101

Introduction to Psychology and Behavioural Science for Management

This information is for the 2004/05 session.

Teacher responsible: Professor Peter Abell

Availability: Compulsory for and exclusive to all first year management students.

Core syllabus: The lectures will introduce students to the following topics: psychological determinants of human values and preferences, sex differences in values, preferences, and behaviour, dominance hierarchies, status contests, the analysis of decisions; actions, interactions, norms and roles; the relationship between individuals, groups, organisation; strategic analysis (game theory); bargaining and power; exchange in social networks; organisations; incentives and norms; ideas of corporate culture.

Teaching: 20 lectures in MT and LT, 20 classes in MT and LT.

Reading list: Kingsley R Brown, *Biology at Work: Rethinking Sexual Equality*, New Brunswick: Rutgers University Press, 2002; Jon Elster, *Nuts and Bolts*, CUP, 1996; Garry J Miller, *Managerial Dilemmas*, CUP, 1992.

Assessment: A three-hour written examination.

MN200

The Process of Management

This information is for the 2004/05 session.

Teacher responsible: Dr Michael Barzelay, G507

Availability: This course is compulsory for BSc Management 2nd year students and an option on BSc Accounting and Finance.

Pre-requisites: MN101 is considered a prerequisite.

Core syllabus: Theory and knowledge relevant to analyzing organizational functions and designing managerial practices. The course examines theories of organizational governance, decision-making and operation, complemented by historical and institutional perspectives on firm evolution and organizational environments. The main part of the course examines functions related to strategy formulation and strategy implementation, focusing on prescriptive argumentation and research on effective practice. The course includes a case study component concerned with analysis of strategic issues as they have arisen historically in major corporations.

Content: Managerial Argumentation, Decision-making, Organizational Politics, Organizational Structural Design, Long-Term Corporate Evolution, Corporate Governance, Public Policy and Institutional Context, Production, Product/Process Innovation, Management Control, Strategy Formulation, and Leadership. Case studies of major corporations.

Teaching: Lectures: (MN200.1) 10 MT and 10 LT. Classes (MN200.1A) 22: MT (10) LT (10) ST (2). Case study classes (MN200.2) are organised in the LT (10).

Written work: Students are expected to produce two pieces of written work per term.

Reading list: A reading list will be available to students taking the course.

Assessment: 1. A formal three-hour examination - 70%.

2. Case study reports - 30% (15% each).

Two case study reports are to be submitted, each report is expected to be a maximum of 3,000 words in length. Reports are to be submitted by the end of the eighth week of the LT and the first week of the ST.

MN201

Economics for Management

This information is for the 2004/05 session.

Teacher responsible: Professor Diane Reyniers, G510

Availability: This course is for 2nd year BSc Management students and where permitted by the regulations.

Pre-requisites: EC102 **Economics (B)** or equivalent is a pre-requisite.

This course cannot be combined with **Microeconomic Principles I** (EC201) or **Microeconomic Principles II** (EC202).

Core syllabus: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.

Content: Consumer behaviour, labour market, economics of the firm, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard, bargaining, auctions.

Teaching: Lectures (MN201): two hours x 10 MT and LT, two hours x two ST. Classes (MN201.A): one hour x eight MT: one hour x 10 LT: one hour x two ST.

Written work: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Reading list: No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics* (1990) is a good reference book for the course. In addition students are advised to use T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990); P Milgrom & J Roberts, *Economics, Organisation and Management* (1992) and J Tirole, *The Theory of Industrial Organisation* (1990) will also be referred to.

Assessment: Two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN203

Social Science Research Methods for Management

This information is for the 2004/05 session.

Teacher responsible: Dr Satoshi Kanazawa, B809

Availability: Core course for second year BSc Management students.

Core syllabus: The research process; aims of enquiry; nature of and philosophical approaches to science; relationship between research and theory; falsifiability; testable propositions; causality; case studies; experimental and non-experimental research designs; longitudinal studies; cross-sectional studies; questionnaire design; mailed questionnaires and personal interviews; telephone interviews; attitude measurement; scale and

index construction; coding and preparation of data; relationships between variables; sampling; simple random sampling; sampling frames; stratification and clustering; an introduction to some selected statistical techniques sufficient to be able to read the management research literature.

Content: The course is concerned with the nature of empirical investigation in the social sciences relevant to the study of management. It deals with the question of how we establish systematic knowledge about the social and economic world. The course will consider in turn the various stages of the research process, the different types of research strategies that are in use, and some general methodological problems about the conduct of inquiry. At each stage in the course we will consider examples of empirical studies that illuminate aspects of the subject under discussion.

Teaching: 20 one-hour lectures in the MT and LT and 22 one-hour classes in the MT, LT and ST.

Written work: One class presentation and one essay, based on the presentation, per term.

Reading list: Steven Weinberg, *Facing Up: Science and Its Cultural Adversaries*, Cambridge, MA, Harvard University Press, (2001); Larry Laudan, *Science and Relativism: Some Key Controversies in the Philosophy of Science*, (1990); Fred N Kerlinger & Howard B Lee, *Foundations of Behavioral Research*, 4th edn, (2000).

Assessment: One three-hour examination in the ST worth 70% and one coursework exercise worth 30%.

MN302

International Marketing: A Strategic Approach

This information is for the 2004/05 session.

Teacher responsible: Dr Rafael Gomez, G514

Availability: This course is compulsory for all BSc Management 3rd year students. All non-Management students must be in their final year of study.

Pre-requisites: BSc Management students must have already taken MN200.

Core syllabus: The course covers the main theories in Marketing Management. It emphasises theories as a way of understanding the marketing behaviour of both consumers and firms in an international setting. It also involves a report that applies theoretical concepts to industry.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis in the MT will be on understanding strategic concepts with broader applicability. The lectures will encourage students to question the limitations and problems of marketing management. In the LT, attention is paid to applied marketing concepts and a report where students learn to adapt the knowledge learned in MT lectures to a marketing based problem in industry.

Teaching: Lectures: 15 one-hour lectures. Fifteen one-hour classes (MN302.A) in the MT, LT and ST beginning in the fourth week of the MT. Case study meetings in the LT. Review lectures in ST will be scheduled.

Reading list: Some useful texts are J-J Lambin, *Strategic Marketing Management*, The McGraw-Hill Company (1997). And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment: 1. One report (30%). This will be written by a group for which all members will receive the same mark.

2. One formal three-hour examination (70%).

MN303 Half Unit

International Context of Management

This information is for the 2004/05 session.

Teacher responsible: Mr Nilesh Dattani, G206

Availability: This is a compulsory course for BSc Management third year students and is only available to these students.

Core syllabus: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place.

Content: The nature of the contemporary global political economy. The globalisation of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The tension between globalisation and regionalisation. The international trading order. The international monetary regime. The impact of culture on global business. The changing position of the state in the global economy. The new diplomacy of states and firms.

Teaching: 10 lectures and 10 classes in the MT.

Reading list: P Dicken, *Global Shift: Reshaping the Global Economics Map in the 21st Century* (4th edn), Sage Publications (2003); R W Griffen & M W Pustay, *International Business: A Managerial Perspective* (3rd edn), Prentice-Hall (2002); O Shenker & Y Luo, *International Business*, John Wiley (2004).

Assessment: Two-hour examination in the ST.

MN304 Half Unit

Introduction to Strategy

This information is for the 2004/05 session.

Teacher responsible: Dr Tobias Kretschmer, G509

Availability: The course is compulsory for the BSc Management third year.

Pre-requisites: Knowledge of MN201 or a comparable Microeconomics course is advisable.

Core syllabus: The aim of this course is to introduce students to strategic analysis and its relevance for management. The success of a firm depends on the decisions it makes, and these decisions have to take the reactions of other strategic forces (competitors, suppliers, customers and employees) into account who act in their own self-interest. This course aims at a strategic understanding of the decision situations that a firm faces. Starting from game theory and industrial organisation, we will outline general principles of consistent strategic thinking, and apply these principles to specific interactions in managerial settings.

Content: The course is an interaction of game theory, economics and strategic management. Roughly, the following topics will be covered. Basic concepts from game theory and oligopoly theory. Analysis of market structure. Interfirm cooperation. Economies of scale, scope and learning. Vertical Relations. Adding and Capturing Value. Distinctive capabilities. R&D competition. Technology adoption. Network Effects.

Teaching: There will be 10 two-hour lectures and eight one-hour classes in the LT.

Reading list: The main textbook is L Cabral, *Introduction to Industrial Organization*, MIT (2000). Other sources include: D Besanko, D Dranove, M Shanley & S Schaefer, *The Economics of Strategy*, Wiley (2003); J Kay, *Foundations of Corporate Success*, Oxford University Press (1993); articles from Economics and Management journals will complement the textbooks. A detailed reading list will be provided at the beginning of the course.

Assessment: Two-hour examination in the ST.

MN307 Half Unit

Aspects of Marketing Management

This information is for the 2004/05 session.

Teacher responsible: Dr Rafael Gomez, G514

Availability: This course is for non BSc Management Students. It is available to students in Management Science, General Course and students in other degrees as an outside option with approval from the instructor. The course can be taken in conjunction with ST307 **Aspects of Market Research**

Core syllabus: The course covers the main theories in MN302. No project is part of this course.

Content: The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.

Teaching: Lectures: 15 one-hour lectures (MN302) in MT and LT. Review lectures in the ST will be scheduled.

Classes: 10 one-hour classes (MN307.A).

Reading list: Some useful texts are J-J Lambin, *Strategic Marketing Management*, McGraw-Hill (1997). And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York (1999). Further references will be given during the course.

Assessment: 1. One formal two-hour examination in the ST (70%); 2. One piece of coursework in MT (30%).

OR201

Operational Research for Management

This information is for the 2004/05 session.

Teacher responsible: Dr G Appa, G312

Availability: For second and final-year students on the BSc degrees in Accounting and Finance, in Economics, in Management, as an outside option to students on other degrees where permitted by the regulations, and for the diploma in Accounting and Finance and MSc Economics (preliminary year). This course is not suitable for those who have passed **Quantitative Methods (Statistics)**, for whom OR202, **Operational Research Methods**, is more appropriate.

Pre-requisites: Students will need a basic fluency in mathematical manipulations and statistical concepts such as is provided by **Introduction to Quantitative Methods**.

Core syllabus: An elementary introduction to the formal techniques of Management Science/Operational Research, which is an approach to the structuring and solution of managerial decision problems in business, industry, government, and in everyday life. The techniques are mathematical, although this course requires only a basic understanding of mathematics.

OR201.1 **Operational Research:** Techniques treated include linear programming, critical path analysis, Markov chains, queueing theory, computer simulation, inventory management, decision analysis, game theory, and problem structuring methods.

Full lecture notes will be provided.

Teaching: Lectures: OR201.1: 31 MT, LT and ST.

Classes: OR201.1A: 32 MT, LT and ST.

Remedial lectures: O201.2 6 MT, and classes: OR201.2A 6 MT, for those with no knowledge of elementary probability theory; attendance is voluntary and the material will not be assessed in the examination.

Written work: Written answers to set exercises will be expected on a regular basis.

Reading list: Recommended books

OR201.1: D R Anderson, D J Sweeney & T A Williams, *Introduction to Management Science*; F S Hillier, M S Hillier & G J Lieberman, *Introduction to Management Science*; P Goodwin & G Wright, *Decision Analysis for Management Judgment*; J Rosenhead (Ed), *Rational Analysis for a Problematic World*

OR201.2: M Arthurs, *Probability Theory*; L Lapin, *Statistics for Modern Business Decisions*; T H Wonnacott & R J Wonnacott, *Introductory Statistics*

Assessment: One three-hour formal examination in the ST based on the material in OR201.1.

OR202

Operational Research Methods

This information is for the 2004/05 session.

Teacher responsible: Dr A Morton, G310

Availability: Where permitted in the regulations.

Pre-requisites: Mathematics, Statistics and Probability Theory to the level of the course **Quantitative Methods** is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion. Students must be prepared to use computer packages when required. It is possible to take a further course OR301 **Model Building In Operational Research** which extends the Mathematical Programming component and covers Simulation in some detail.

Core syllabus: An introduction to all the main theoretical techniques of Operational Research.

Content: OR202.1 **Operational Research Techniques.** Some methodological aspects of operational research, and some of the main OR techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games. OR202.2 **Mathematical Programming.** Linear programming: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. Full lecture notes are provided.

Teaching: Lectures: OR202.1 22 in MT, LT and ST; OR202.2 10 MT.

Classes: OR202.1A 23 in MT, LT and ST, and four x two hours computer help in LT, OR202.2A 12 MT and LT with three revision classes in ST;

10 x two hours computer help in MT and LT, and three x two hours computer help in ST.

Written work: Written answers to set problems will be expected on a regular basis.

Reading list: Recommended books are H G Daellenbach, J A George & D C McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A Ravindran, D T Phillips & J J Solberg, *Operations Research*; H P Williams, *Model Building in Mathematical Programming*, Wiley; H P Williams, *Model Solving in Mathematical Programming*, Wiley; Wayne L Winston, *Operations Research*, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, *Fundamentals of Operations Research*; N A J Hastings, *Dynamic Programming with Management Applications*; F S Hillier & G J Lieberman, *Operations Research*; E Page, *Queueing Theory in OR*; M Sasieni, A Yaspan & L Friedman, *Operations Research: Methods and Problems*.

Assessment: A two-and-a-half-hour written examination (80% of the marks) and a one-hour computer examination (20%) in the ST. The computer-based examination will be based upon software taught in OR202.1 and OR202.2.

OR301

Model Building in Operational Research

This information is for the 2004/05 session.

Teacher responsible: Dr S Powell, G308

Availability: As permitted in the regulations.

Pre-requisites: Students must also complete OR202 **Operational Research Methods**. (For third year students who have not taken **OR Methods** in their second year, **OR Methods** may be a co-requisite, taken

in the same year).

Core syllabus: The concepts, techniques and practical aspects of the development and analysis of discrete event simulation models and of mathematical programming models for management decision support. A critical assessment of the use of Operational Research models in a range of applications paying attention to the power and limitations of a mathematical model when applied to the complexities and uncertainties of practical decision making.

Content: There are three lecture courses.

ST325 (See separate entry in Statistics course guide).

OR301.1 **Mathematical Programming Models in Operational Research.** Introduces more complex models, including integer programming, so extending the mathematical programming models of the course Operational Research Methods. The emphasis is on large-scale models necessitating the use of an algebraic modelling system.

OR301.2 **Operational Research in Practice.** Students are required to present critical reviews of two published papers and then to write reports on them, the second of which is assessed.

Teaching: ST325 (See separate entry in Statistics course guides).

OR301.1 10 lectures MT, OR301.1A 10 classes MT and nine computer help sessions MT.

OR301.2 10 seminars LT.

Written work: ST325 and OR301.1: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected to present a paper.

Reading list: ST325: see entry in Statistics course guide. OR301.1: H P Williams, *Model Building and Mathematical Programming*. OR301.2: suitable papers from OR journals will be available.

Assessment: Examined entirely by course work and projects as follows: 40% for a report on the simulation project, 40% for the mathematical programming project, and 20% for a critical review of a published paper.

OR302

Applied Management Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr S Powell, G308

Availability: Only to students in the final year of the BSc (Management Sciences). Any student intending to offer this course in the third year should contact Dr Powell before the beginning of the ST of her or his second year.

Pre-requisites: Students must also have taken or be taking the course OR301 **Model Building in Operational Research**.

Core syllabus: The student will carry out and report on a substantial piece of operational research.

Content: See Core syllabus above.

Teaching: Students will be assigned to a supervisor who will continuously monitor progress and give tutorial guidance as required.

Written work: Each student will produce terms of reference by week four of the MT and write a project report during the Easter vacation.

Reading list: J Mitchell, *How to Write Reports*, Fontana; B M Cooper, *Writing Technical Reports*, Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican; Chapman & Mahon, *Plain Figures*, HMSO, 1986.

Assessment: Assessment is based entirely on the report submitted to the supervisors by the end of the second week of the ST. Guidance will be given on the basis of a draft report.

OR304

Decision Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr J V Howard, B602

Availability: As permitted in the regulations. The course must not be taken with ST331, **Decision Theory and Bayesian Statistics**.

Pre-requisites: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: The fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: Topics covered are: the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. There are four lecture courses, as follows:

ST331.1 **Fundamentals of Decision Theory** (Dr J V Howard) The normative theory of subjective probability and expected utility.

OR304.1 **Behavioural Decision Theory** (Professor L D Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

ST331.2 **Bayesian Statistical Methods** (Dr B Blight) General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

OR304.2 **Decision Analysis in Practice** (Professor L D Phillips). Applications of Decision Theory in both public and private sectors,

illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Teaching: There are four lecture courses, each accompanied by a fortnightly class.

ST331.1 10 MT; ST331.1A five MT;

OR304.1 10 MT; OR304.1A five MT and LT;

ST331.2 10 LT; ST331.2A five LT;

OR304.2 10 LT; OR304.2A five LT and ST.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn) R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).

Assessment: A three-hour formal examination in the ST, covering the full syllabus for the four lecture courses.

OR306 Half Unit

Models in Mathematical Programming

This information is for the 2004/05 session.

Teacher responsible: Dr S Powell, G308

Availability: Available for BSc Management Sciences students.

Pre-requisites: Students must also complete OR202 **Operational Research Methods**. (For third year students who have not taken **OR Methods** in their second year, **OR Methods** may be a co-requisite, taken in the same year). Must not be taken with OR301.

Core syllabus: The aim of the course is:

(a) to build on the introduction to Mathematical Programming given in the course **OR Methods**

(b) to give experience in constructing and developing Mathematical Models at a level simplified from that encountered in actual operations in terms of size and the problems of data collection, but similar in terms of complexity and realism; and

(c) to illustrate, by examining case studies, the range of situations to which Mathematical Programming has been applied and the problems in so doing.

Content: There are two lecture courses.

OR301.1 See the entry under OR301.

OR306.2 Studies the use of Mathematical Programming models in a range of applications.

Teaching: OR301.1 10 lectures and, OR301.1A 10 classes MT.

OR306.2 five x one-hour seminars LT.

Written work: OR301.1: students will be expected to prepare answers to set problems for discussion. OR306.2: students will be expected to study and present a paper on a published mathematical programming model.

Reading list: H P Williams, *Model Building and Mathematical Programming*. OR306.2: suitable papers from OR journals will be available.

Assessment: Examined entirely by course work and projects as follows: 80% for a mathematical programming project, and 20% for a review of a paper about a mathematical programming model.

PH101

Logic

This information is for the 2004/05 session.

Teacher responsible: Professor John Worrall, T501b

Availability: BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. Also available as an outside option.

Pre-requisites: None. Logic is formal but presupposes no particular background reading or training.

Core syllabus: The course aims to give a precise formulation of correct deductive reasoning - of what it means for a sentence to *follow from* a set of other sentences taken as premises - and to investigate on this basis other important logical notions such as that of consistency.

Content: Mathematicians lay down certain axioms and establish theorems by *deducing* them as consequences of the axioms; scientists postulate certain theories and test them by *deducing* certain consequences from them that can be checked experimentally; ordinary reasoners try to win (intellectual) arguments by showing that some position that they favour *follows deductively* from assumptions that everyone accepts. This course studies what exactly is involved in correct deductive reasoning.

It begins by considering certain very simple inferences that can be formalized in a system called *propositional logic*. The semantic notion of deductive *validity* is developed for this system and the truth table, "no counterexample" and tree methods for establishing validity in propositional logic are introduced. The connections between validity and other important logical notions such as equivalence, consistency and independence are precisely detailed. Some simple results about propositional logic are proved.

More complex inferences require a system called (first order) *predicate logic*. The course shows how to formalize some ordinary informal

sentences (and therefore ordinary informal inferences) in predicate logic; and introduces methods for establishing the validity or invalidity of predicate logic inferences: both a system based on rules of proof and one based on the tree method will be studied. Again the relationships between validity of inference, on the one hand, and the notions of the logical equivalence of two sentences, the consistency of a set of sentences or the independence of one sentence from a set of sentences, on the other, are investigated for the more powerful system of predicate logic. Finally an extension of predicate logic to a system called *first order logic with identity* is developed and investigated.

The systems that we shall study 'of propositional and predicate logic' are entirely formal. Although we shall emphasize how some especially simple ordinary arguments can be 'captured' within such systems, it is of course true that 'ordinary reasoners' do not explicitly employ such formal techniques. How then, if at all, can formal logic help in assessing ordinary deductive reasoning in science, social science and elsewhere? This question will be examined in some detailed and some deep and interesting results in the *foundations* of logic investigated.

Teaching: Lectures PH101 x 30 (MT, LT). Classes PH101.A x 20 (MT, LT). **Written work:** Regular exercises will be set on the basis of the material covered in lectures; students are required to complete these exercises and to be ready to present and discuss answers in the associated class. Four coursework exercises will be set during the year and must be handed in to your class teacher. Successful completion of the coursework is regarded as a prerequisite for admission to the examination for this course.

Reading list: Extensive lecture notes will be provided covering all aspects of the course. Students will however find it useful to consult C Howson, *Logic with Trees*, Routledge. This text concentrates exclusively on the method of trees, while the lecture also introduces other equivalent methods. A textbook which develops a system closer to that used in the lectures is P Suppers, *Introduction to Logic*. Van Nostrand.

Assessment: A three-hour written examination in the ST.

PH103

Reason, Knowledge and Values: An Introduction to Philosophy

This information is for the 2004/05 session.

Teacher responsible: Mr Alex Voorhoeve

Availability: BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. Also available as an outside option.

Core syllabus: The course offers a first look at some high spots of Western philosophy.

Content: Taking philosophers in more or less historical order, in each session we do a careful reading of an argument from a great thinker, sometimes linking it with current discussions in philosophy. Along the way, we will study answers to some of the central philosophical questions: How should I live? How should society be organized? What is there? And, how do we know? We will also discuss what makes for good and bad forms of philosophical reasoning and argument, and develop those other attributes of a good philosopher: curiosity, imagination, and, suspiciousness.

The thinkers and arguments covered in the first term include Plato on democracy in *The Republic* and on personal integrity in *Crito*, Epicurus and Lucretius on death, Anselm's proof of the existence of God, Descartes' *cogito*, and Hume on whether we should believe in miracles, and on induction. In the second term, we discuss, among others, Kant on synthetic *a priori* judgement, and Popper and Duhem on scientific method. Special attention will also be given to those masters of the art of suspicion when we study Marx on religion, and Nietzsche on the genealogy of morality.

Teaching: Lectures PH103 x 20 (MT, LT); Classes PH103.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: There will be handouts for each topic, which give (i) an outline of the lecture material (ii) essential readings and suggestions for further readings and (iii) study questions for students to think about. The readings are in the form of selections from books or journal articles. Most of the readings are available on line through the library in an electronic course pack. Those readings that are, for copyright reasons, not available in this way will be available from the Library's Offprint Collection.

Assessment: A three-hour written examination in the ST.

PH200

Mathematical Logic

This information is for the 2004/05 session.

Teacher responsible: Professor Colin Howson, T301C

Availability: BA/BSc Philosophy and where regulations permit. This course is available as an outside option.

Pre-requisites: Logic (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic.

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations

of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: The propositional calculus; its soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Computers; Code-numbering; recursive functions and relations; recursively enumerable relations. Church's thesis. Formal first-order theories of arithmetic. Categoricity. Tarski's theorem; Gödel's incompleteness theorems.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH200 20 x two-hour (MT, LT); Classes PH200.A x 20 (MT, LT).

Written work: Written answers to set problems will be expected on a regular basis.

Reading list: The text for the course is H Enderton, *A Mathematical Introduction to Logic*, (Academic Press Inc, 1972).

Assessment: A three-hour written examination in the ST at the end of the course.

PH201

Scientific Method

This information is for the 2004/05 session.

Teacher responsible: Dr Roman Frigg, T501a

Availability: This course is available to all 2nd and 3rd year philosophy students; it is also available as an outside option.

Core syllabus: The problem of induction. Theories of confirmation. The nature of scientific theories and laws of nature. Scientific Explanation. Reductionism. Realism versus Antirealism. Sociological perspectives on science. Theories of causation. Philosophy of a special science: Space and Time in Newtonian physics.

Content: Theory and Observation (weeks 1-4): Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account, Bayesianism. Theories and laws (weeks 5-7): the received view of theories, the semantic view of theories, the regularity view of laws, law idealism, laws as universals, the best systems account, instrumentalism. Explanation (weeks 8-10): the DN model of explanation, statistical explanation, causal explanation, unification. Reductionism (week 11): reductionism and pluralism. Realism versus Antirealism (weeks 12-15): Scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions.

Sociological approaches to science (weeks 16-17): Social constructivism, feminism. Causation (weeks 18-19): Hume's, Mill's, Mackie's accounts of causation, counterfactual theories, probabilistic causality and Bayes' nets, transference accounts. Philosophy of a special science (week 20): Space and Time in Newton's physics.

Teaching: Lectures PH201 x 20 (MT, LT); Classes PH201.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: Detailed reading lists will be distributed during the course as part of handouts.

Preliminary reading: K Lambert & G G Brittan, *An Introduction to the Philosophy of Science*.

Assessment: A three-hour written examination in the ST.

PH203

Philosophy of the Social Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr J McKenzie Alexander, T506

Availability: BSc Philosophy and Economics and where regulations permit.

Pre requisites: No formal pre-requisites, but PH103 or equivalent is recommended.

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of sociobiology and evolutionary psychology. Philosophical problems of particular social sciences such as anthropology, sociology, and economics will also be addressed.

Teaching: Lectures PH203 x 20 (MT, LT); Classes PH203.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*; B Skyrms, *Evolution of the Social Contract*. A

useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A course project of 3,000- 4,000 words submitted at the beginning of the ST (worth 25% of the final grade) and a three-hour written examination in the ST (worth 75% of the final grade).

PH207

Phenomenology

This information is for the 2004/05 session.

Teacher responsible: Dr Stephan Hartmann, T401A

Availability: This course is not available as an outside option.

Core syllabus: The course covers the tradition of Continental phenomenology.

Content: (a) Husserl, with reference to Husserl's foundation of phenomenological philosophy. (b) Heidegger, with reference to *Being and Time*. (c) Sartre, with reference to *Being and Nothingness*. (d) Merleau-Ponty, with reference to *Phenomenology of Perception*.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH207 x 20 (MT, LT); Classes PH207.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: David Bell, *Husserl*; P Caws, *Sartre*; E Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, The Idea of Phenomenology, Cartesian Meditations, The Phenomenology of Internal Time Consciousness*; L Kolakowski, *Husserl and the Search for Certitude*; Christopher Macann, *Four Phenomenological Philosophers*; M Merleau-Ponty, *Eye and Mind*; P A Schilpp (Ed), *The Philosophy of Jean-Paul Sartre*. Also the works mentioned in the **Content**.

Assessment: A three-hour written examination in the ST.

PH209

Philosophical Logic and Metaphysics

This information is for the 2004/05 session.

Teacher responsible: Dr Jon Williamson, T301b

Availability: BA/BSc Philosophy and BSc Philosophy and Economics.

Also where permitted in the regulations. This course is available as an outside option.

Pre requisites: PH101 Logic, and PH103 Reason, Knowledge and Values, or equivalent.

Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and metaphysics. Topics may vary by year.

Content: (a) **Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; (b) **Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Teaching: PH209 x 20 (MT, LT); Classes PH209.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: (a) **Philosophical Logic:** P Geach & M Black (Eds), *Translations from the Philosophical Writing of G Frege*; B Russell, *Logic and Knowledge*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; J Etchemendy, *The Concept of Logical Consequence*; R Stalnaker, *Inquiry*; D Lewis, *On the Plurality of Worlds*; M Loux (Ed), *The Possible and the Actual* (b) **Metaphysics:** P Geach, *Reference and Generality*; D Wiggins, *Identity and Spatio-Temporal Continuity*; J Perry, 'The Same F' in *Philosophical Review*; D Davidson, *Essays on Actions and Events*; P Horwich, *Asymmetries in Time*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*. The specific list of readings for the year will be announced in the course handbook.

Assessment: A three-hour written examination in the ST.

PH211

Philosophy of Economics

This information is for the 2004/05 session.

Teacher responsible: Dr Richard Bradley, T301a

Availability: BSc Philosophy and Economics and where regulations permit. This course is available as an outside option.

Pre requisites: Microeconomic Principles I, Microeconomic Principles II

Core syllabus: The course examines philosophical issues in economics.

Content: The nature of economic theories, models and laws. Explanation and idealisation in economics. Testing economic theories and models. Causal reasoning in economics. Issues in experimental economics. Facts and values. The nature of rationality. Issues in decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Markets and planning. Theories of distributive justice. Welfareism and utilitarianism. Freedoms and capabilities. The notion of equality.

Teaching: Lectures PH211 x 20 (MT, LT); Classes PH211.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; Heap et al *The Theory of Choice: A Critical Guide*; L Robbins, *The Nature and Significance of Economic Science*; S H Heap, et al, *The Theory of Choice*; J Rawls, *A Theory of Justice*; R Nozick, *Anarchy, State and Utopia*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond*.

Assessment: A three-hour written examination in the ST.

PH213

Scientific Revolutions: Philosophical & Historical Issues

This information is for the 2004/05 session.

Teacher responsible: Professor John Worrall, T501B

Availability: The course is aimed primarily at second and third year undergraduates in the BSc in Philosophy, Logic and Scientific Method and the BSc in Philosophy and Economics. But it is open to students from other courses. No prior systematic knowledge of physical and biological science is presupposed.

Core syllabus: The course examines a number of fundamental issues in philosophy of science, as they arise from instances of important theory-changes (so-called 'scientific revolutions') in the history of science.

Content: 1. **The Copernican revolution:** the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: What justified the switch? Was Ptolemaic theory definitively refuted by the data? Was Copernican theory simpler? Was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it have some scientific rationale? What role was played in the eventual acceptance of the Copernican view by predictive success? Do we need to invoke social or other non-intellectual factors to explain why this 'revolution' occurred? 2. **Galileo:** Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?

3. **The Newtonian revolution:** What was the relationship between Newton's theory and Kepler's and Galileo's laws? What does this tell us about theory-change in general?

4. **'Revolutions' in optics:** Can there be such things as 'crucial experiments' in science? Scientific realism and the so-called pessimistic meta-induction: does the history of theory-change in science (and particularly in optics) support an anti-realist view of scientific theories? Does that history show that personal, social and other non-intellectual factors need to be invoked to explain theory change (Kuhn and the 'elderly hold-out')? Was optics reduced to electromagnetism? What do theory-changes in optics tell us about the idea of inter-theoretic reduction in general and about the 'reference' of theoretical terms?

5. **The Darwinian Revolution:** This revolution certainly ranks alongside the Copernican one in terms of its impact on man's view of herself. But debates about the scientific credentials of Darwin's theory began immediately on the publication of Darwin's work and continue to this day. Is Darwinian theory unfalsifiable (or even just one big tautology)? Can 'scientific' creationists explain everything that Darwin can? What objections were raised by Darwin's critics to particular aspects of Darwinian theory? Were these valid objections and, in so far as they were, have they now been resolved?

Teaching: Lectures PH213 x 20 (MT, LT); Classes PH213.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: Background reading: T S Kuhn, *The Structure of Scientific Revolutions*; Imre Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his *The Methodology of Scientific Research Programmes, Philosophical Papers 1*; G Holton (revised by S Brush): *Theories and Concepts in Physical Science*.

Recommended reading: The central text for the first part of the course is T S Kuhn, *The Copernican Revolution*, Harvard University Press.

There will be a hand-out for each topic that (i) outlines the material to be covered in the lectures (ii) specifies essential reading and makes suggestions for further reading and (iii) sets 'study questions' to guide your thought.

Aside from the above reading for the section of the course on the Copernican revolution, reading for particular topics will be in the form of articles and selections from books. These will be made available through a combination of handouts, course pack and the Offprint Collection.

Assessment: A three-hour written examination in the ST.

PH214

Morality and Values

This information is for the 2004/05 session.

Teacher responsible: Mr Alex Voorhoeve

Availability: BA/BSc Philosophy, BSc Philosophy and Economics and

where regulations permit.

Pre-requisites: Students are expected to have taken or to be taking **Microeconomic Principles I** EC201 or **Microeconomic Principles II** EC202 or their equivalent.

Core syllabus: Central topics in moral and political philosophy.

Content: We address some basic questions of moral and political philosophy: How do we judge whether an action is morally right or wrong? If an action is wrong, what reason does that give us not to do it? How and why can we be motivated to act on this reason? We also address analogous questions in political philosophy: how do we judge what justice requires? What reasons do we have to arrange society justly? And, can we be motivated to act on these reasons?

In addressing these questions, we will become familiar with some key ethical and political concepts and categories of evaluation: virtue and vice, right and duty, and good and bad consequences.

We approach these questions by a careful reading of seminal texts in the history of western moral and political philosophy by Aristotle, Aquinas, Hobbes, Locke, Hume, Kant and Mill, and of modern classics by Rawls and Nozick. We will also look at viewpoints that are critical of much of the tradition of western political and moral theory: feminism and the animal rights movement. Throughout, we engage also with contemporary philosophical debates.

Teaching: Lectures PH214 x 20 (MT, LT); Classes PH214.A (MT, LT).

Written work: Students will be expected to write two essays per term and to give class presentations.

Reading list: A detailed reading list will be supplied at the beginning of the course. Most of the readings will be available on line through the library in an electronic course pack. Reading some introductory texts, particularly at or before the beginning of the course, will greatly help you in getting a view of the central areas of concern and in orienting yourself in relation to more central material. For moral philosophy, you could do worse than Bernard Williams' *Morality: an Introduction to Ethics* or Simon Blackburn's, *Being Good*. Jonathan Wolff's, *An Introduction to Political Philosophy* is also a great way into that subject, as is Will Kymlicka's *Contemporary Political Philosophy*.

Assessment: A three-hour written examination in the ST.

PH215

History of Modern Philosophy A

This information is for the 2004/05 session.

Teacher responsible: Dr Roman Frigg, T501A

Availability: BSc Philosophy and Economics. Also available as an outside option.

Core syllabus: A critical historical review and an introduction to some of the main problems of philosophy. The main philosophers of the seventeenth and eighteenth centuries.

Content: The main philosophical ideas of Descartes, Hume and Spinoza.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, classes are held at LSE. Lectures PH215 x 20 (MT, LT); Classes PH215.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class papers.

Reading list: Descartes: (a) Primary Sources: Descartes, *Meditations on First Philosophy* and *Discourse on Method*. (b) Modern Secondary Literature: J Cottingham, *Descartes*; E M Curley, *Descartes Against the Skeptics*; A Kenny, *Descartes*; B Williams, *Descartes*.

Hume: (a) Primary Sources: Hume, *A Treatise of Human Nature* and *An Enquiry Concerning Human Understanding*. (b) Modern Secondary Literature: J Bennett, *Locke, Berkeley, Hume*; A Flew, *Hume's Philosophy of Belief*; R J Fogelin, *Hume's Skepticism in the Treatise of Human Nature*; D Hume, *Treatise of Human Nature, Book 1*; B Stroud, *Hume*.

Spinoza: (a) Primary Sources: Spinoza, *Ethics*. (b) Modern Secondary Literature: E M Curley, *Behind the Geometrical Method: A Reading of Spinoza's Ethics*; E M Curley, *The Metaphysics of Spinoza*; S Hampshire, *Spinoza*; R Scruton, *Spinoza*.

Detailed readings will be circulated through the class system on particular philosophers and particular topics.

Assessment: A three-hour written examination in the ST.

PH217 Not available in 2004/05

Set Theory and Further Logic

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: BA/BSc Philosophy, BSc Philosophy and Economics, BSc Philosophy and Mathematics and where permitted by the regulations. Also available as an outside option.

Core syllabus: Set Theory and advanced topics in logic and its applications. **Content:** The course is structured in two parts: (a) Set Theory, including: the axioms of set theory and their rationale; Russell's Paradox; relations, functions and orderings; ordinals and cardinals; infinity; the basics of transfinite arithmetic. (b) Some extension of or alternative to Classical Logic, including one or more of the following: Modal Logic; Intuitionistic Logic; Probability and Decision Theory; Deontic Logic; the logic of vagueness.

Teaching: Lectures PH217 20 x 2hr (MT, LT). Classes PH217.A 20 (MT, LT).
Written work: Written answers to set exercises will be expected on a regular basis.

Reading list: Recommended readings: H Enderton, *Elements of Set Theory*, Academic Press; K J Devlin, *Fundamentals of Contemporary Set Theory*, Springer-Verlag; G Hughes & M Cresswell, *An Introduction to Modal Logic*, Routledge; D Gabbay & Guenther, *Handbook of Philosophical Logic*, Reidel; V McGee, *Truth, Vagueness and Paradox*, Hackett; R Hilpinen, *Deontic Logic*, Reidel; B Skyrms, *Choice and Chance*, Wadsworth; E Adams, *A Primer for Probability Logic*.

Assessment: A three-hour written examination in the ST.

PH299

Essay on an approved subject in Philosophy

This information is for the 2004/05 session.

Teacher responsible: Dr Jon Williamson, T301b

Availability: BSc Philosophy, Logic and Scientific Method, BA/BSc Philosophy, BSc Philosophy and Economics. This course is not available as an outside option.

Core syllabus: The essay may be on any topic falling within the scope of the philosophy courses for Philosophy.

Selection of topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for supervision: The essay should reflect the candidates' own views but must develop out of some established part of the philosophical literature. Students should carefully discuss the topic and approach of the essay with their tutor who will also advise on background reading. Students may ask a member of the Department other than their tutor to supervise the essay if this is more appropriate. Students must have regular meetings with their supervisor and keep a formal record of their work and progress.

Assessment: Essays must be submitted by June 3. They should be 5,000-7,000 words, and should be typewritten.

PH300

Special Topics in the Philosophy of Natural and Social Science

This information is for the 2004/05 session.

Teacher responsible: Dr Stephan Hartmann, T401a

Availability: BA/BSc Philosophy, BSc Philosophy and Economics and where permitted by the regulations. Also available as an outside option.

Pre-requisites: Prerequisites: PH201 or PH203 or equivalent.

Core syllabus: Philosophical issues connected with the natural and social sciences.

Content: The course will cover a number of advanced topics in the philosophy of natural and social science. Precise information on the course content will be made available on public folders before the beginning of the course.

Teaching: Lectures PH300 x 20 (MT, LT). Classes PH300.A x 20 (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. For background readings consult the readings for PH201 and PH203.

Assessment: A three-hour written examination in the ST.

PS102

Self, Others and Society: Perspectives on Social and Applied Psychology

This information is for the 2004/05 session.

Teacher responsible: Dr Bradley Franks, S313

Availability: As permitted in the regulations.

Core syllabus: Introduction to major perspectives on social and applied psychology: theories used to explain social perception, cognition and behaviour, and their application to real, practical social problems.

Content: Theories and concepts including: Personality, self and identity; relationships, bonds and family; making sense of the social world; communication, influence and persuasion; groups, organisations and crowds. Applications including: health and illness, sexuality and intimate relationships; crime and eyewitness testimony; effects of media on children; leadership and motivation.

Teaching: Lectures, 23 weekly, MT, LT, ST (PS102), classes 23 weekly, MT, LT, ST (PS102A).

Written work: Students are expected to write four essays during the Session, which will be assessed by the class teachers, and to give class presentations.

Reading list: Recommended reading: C Brotherton, *Social Psychology and Management*, Open University, 1999; J L Carroll & P R Wolpe, *Sexuality and Gender in Society*, Harper Collins, 1996; M Hogg & G Vaughan, *Social Psychology*, 2nd edn, Prentice Hall, 1998; C R Hollin, *Criminal Behaviour: a Psychological Approach to Explanation and Prevention*, Falmer Press, 1992; R M Kaplan, J F Sallis & T C Patterson,

Health and Human Behaviour, McGraw-Hill, 1993; A Lewis, P Webley & A Furnham, *The New Economic Mind*, Prentice Hall, 1995; E R Smith & D M Mackie, *Social Psychology*, Worth, 1995; V Walkerdine & L Blackman, *Psychology and the Media*, Macmillan, 1999. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in S302.

Assessment: A formal three-hour examination in ST: four questions from a choice of 12.

PS203

Societal Psychology: Theory and Applications

This information is for the 2004/05 session.

Teacher responsible: Dr Jan Stockdale, S366

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: This course discusses major areas of application of social psychology to real-world issues. Emphasis is put on the complexities of translating theory into practice and on the theoretical developments which are prompted by research on topical social issues. A recurrent theme is the reciprocal interaction between theory and practice in relation to social issues of theoretical interest and practical import.

Content: The interplay of theory and practice will be examined in relation to specific topics which illustrate the application of social psychology in real world settings, such as: living with new technology; consumer behaviour; illness and lifestyle; leadership and communication; mass media; crime and anti-social behaviour; gender and sexuality; evolutionary perspectives on mating; social relationships; identity, self and others; language and communication; psychological assessment.

Teaching: 20 weekly lectures (PS203) and 20 weekly classes (PS203.A).

Written work: Students are expected to write four essays during the Session, which will be assessed by the class teachers, and to give class presentations. These will not count towards the final examination result.

Reading list: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works. D M Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, New York, 1994; R East, *Consumer Behaviour: Advances and Applications in Marketing*, Prentice Hall, 1997; R Harre, *Social Being*, Blackwell, 1979; H Himmelweit & G Gaskell, *Societal Psychology*, Sage, 1990; S W Sadara & D R McCreary (Eds), *Applied Social Psychology*, Prentice Hall, 1997; E H Schein, *Organizational Psychology* (3rd edn), Prentice Hall, New York, 1998; E P Serafino, *Health Psychology: Biopsychological Interactions* (2nd edn), Wiley, 1994. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and are also available in Outlook/Public Folders/Departments/Social Psychology/PS203.

Assessment: A formal three-hour examination in ST: four questions from a choice of 10.

PS303

Social Psychology, Gender and Society

This information is for the 2004/05 session.

Teacher responsible: Dr Caroline Howarth, S365

Availability: Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. Students who have taken PS102 and PS203 are welcome onto the course.

Core syllabus: Demonstrates the importance of a Social Psychological perspective for research into a range of social problems and contemporary issues, some of which relate to gender and sexuality.

Content: In exploring the value and application of social psychological perspectives to contemporary issues, examples are drawn from current research in Social Psychology. There is a particular focus on issues relating to gender and the media, health and sexuality, gender and work, ethnicity and multiculturalism, post-colonialism, mental illness and organisations. Lecturers aim to achieve a balance between theoretical, methodological and applied issues, in the interests of critically investigating the way in which conceptual tools can enhance our understanding of the concrete social world.

Teaching: One hour lectures/seminars 20 in MT; 20 in LT.

Written work: Students will be expected to write two essays of 2,500 words each.

Reading list: A detailed reading list will be handed out at the beginning of the course.

M Billig, *Ideology and social psychology: extremism, moderation and contradiction*, Blackwell, 1982; V Burr, *Social Psychology and gender*, Routledge, 1998; U Flick, *The Psychology of the Social*, Cambridge University Press, 1998; D Foster & J Louw-Potgieter, *Social Psychology in South Africa*, Johannesburg, Lexicon, 1991; G Gaskell & H T Himmelweit (Eds), *Societal Psychology*, Sage, 1990; B Gough & M McFadden, *Critical Social Psychology: an introduction*, Palgrave, 2001; N Hayes, *Applied psychology*, 2003; A Hepburn, *An introduction to Critical Social Psychology*, Sage, 2003; M Hoog & G Vaughn, *Social Psychology*, 3rd edn,

Prentice Hall, 2002; J Kremer, N Sheehy, J Reilly, K Trew & O Muldoon, *Applying Social Psychology*, Palgrave Macmillan, 2003; I Parker, *Critical discursive psychology*, Houndmills, Palgrave Macmillan, 2002; N Rose, *Inventing our selves: psychology, power, and personhood*, 1996.

Assessment: A three-hour examination in the ST: four questions from choice of 10.

In addition, candidates may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

SA100

Foundations of Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr S Morris, A236

Availability: Compulsory for Bachelor's degrees in social policy, and available to students on other degrees where regulations permit.

Core syllabus: The course examines changes in the way in which social welfare provision has been made over time. The focus is on change in the responses made to particular social issues in nineteenth and twentieth century Britain in comparison with other developed countries.

Content: The course considers how social problems are defined and policies formulated with reference to the fields of poverty, health, education, housing and income maintenance; discusses the implications of these policies for the equality and citizenship of different class, gender, generational and racial groupings; explores the changing boundaries between the roles of the state, the market, the family and the voluntary sector in the mixed economy of welfare; examines the role of ideology, social need, institutional interests and economic conditions in explaining development and historical change in social welfare provision.

Teaching: Lectures: 21 x SA100. Classes: 22 x SA100, MT, LT, ST.

Written work: Students are expected to submit two pieces of written work per term, and to read for and prepare contributions to class discussion each week.

Reading list: P Alcock, A Erskine & M May (Eds), *The Student's Companion To Social Policy*, 2nd edn, 2003; J Baldock, N Manning & S Vickerstaff (Eds), *Social Policy*, 2nd edn, 2003; H Glennerster, *British Social Policy Since 1945*, 2000; R Lowe, *The Welfare State in Britain Since 1945*, 2nd edn, 1999; M May, E Brundson & R Page (Eds), *Understanding Social Problems*, 2001; R Page & R Silburn (Eds), *British Social Welfare in the Twentieth Century*, 1999; C Pierson, *Beyond the Welfare State* 1998; P Thane, *The Foundations of the Welfare State*, 1996. These are introductory texts; a full reading list will be provided in the first lecture of MT.

Assessment: A three-hour written examination in the ST.

SA101

Sociology and Social Policy

This information is for the 2004/05 session.

Teacher responsible: Professor T Newburn, A280

Pre-requisites: This course is required for Bachelor's degrees in Social Policy. Available for undergraduates as an 'outside option' with the approval of the course organiser.

Core syllabus: The course will examine a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy.

Content: The core of the course consists of the examination of a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable contribution of sociology to policy formation and the understanding of policy issues and processes are emphasised.

Teaching: Lectures: 20 x SA101. Classes: 20 x SA101.A, MT, LT, ST.

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.

D Lee & H Newby, *The Problem of Sociology*; A Giddens, *Sociology*; C Wright Mills, *The Sociological Imagination*; J A Hughes, W W Sharrock & P J Martin, *Understanding Classical Sociology*; R A Pinker, *Social Theory and Social Policy*; F Williams, *Social Policy: a critical introduction*; J Hills (Ed), *The State of Welfare*; P Alcock (Ed), *Student's Companion to Social Policy*; V George & R Page (Eds), *Modern Thinkers on Welfare*; A Deacon, *Perspectives on Welfare*, 2002; J Baldock, et al, *Social Policy*, 1999.

Assessment: A three-hour written examination in the ST.

SA103

Population, Economy and Society

This information is for the 2004/05 session.

Teachers responsible: Dr E Coast, A232, Dr R Sear, A270 and Dr W Sigle-Rushton, A258

Availability: This is a core course for Bachelor's degrees in Population Studies. It is available to students on other degrees as permitted by the regulations. As a general introduction to Population Studies, it assumes no previous knowledge of the subject.

Core syllabus: The course deals with the inter-relationships between the demographic characteristics of a society (fertility, mortality and migration) and their economic and social context. The causes of demographic change and their consequences are examined. The approach of the course is comparative, both across time and between developed and less developed societies.

Content: A wide range of topics are covered, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; HIV/AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.

Teaching: Lectures: 22 x SA103. Classes: 20 x SA103.A, MT, LT, ST.

Written work: Students are expected to prepare at least two class presentations per term and submit two essays per term.

Reading list: Detailed reading lists are provided at the beginning of each term, and are also available in the course public folder. Key overview texts include: M Livi-Bacci, *A concise history of world population*; H Jones, *Population Geography*; E A Wrigley, *Population and History*; W Lutz, *The Future Population of the World*.

Assessment: A three-hour written examination in the ST.

SA104

Social Economics and Policy

This information is for the 2004/05 session.

Teacher responsible: Professor D Pichaud, A243

Availability: This course is intended for Bachelor's degrees in Social Policy.

Core syllabus: An introduction to economics and its application to social policy.

Content: The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice, supply, production costs and market structure. State and market provision of health services, social care, housing and education. Market and state failure. Quasi-markets in social policy. The distribution of incomes. The determination of wages; the role of trade unions; minimum wage legislation. Low pay and poverty. Unemployment and government economic management. Policies of income redistribution.

Written work: Essays, problem sets and presentations will be required.

Teaching: Lectures: 20 x SA104 (MT, LT). Classes: 22 x SA104.A, (MT, LT, ST).

Reading list: J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*; A B Atkinson, *The Economics of Inequality*; N Barr, *Economics of the Welfare State*; J Le Grand & W Bartlett, *Quasi-markets and Social Policy*; H Glennerster, *Understanding the Finance of Welfare*.

Assessment: A three-hour written examination in the ST.

SA201

Research Methods for Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr E Munro, A272

Availability: This is a compulsory course for most Bachelor's degrees in Social Policy, and is available to students on other degrees where regulations permit.

Core syllabus: The paper aims to give students a comprehensive introduction to methods of social research in social policy.

Content: The design and analysis of social policy research. The nature of social measurement. The concept of statistical inference. Data collection by means of social survey, participant observation and documentary methods. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. Ethics and politics of Social Policy Research. Strengths and weaknesses of commonly used research methods. Methods of analysing qualitative data.

Teaching: The course combines two elements:

SA201.1 Data Analysis for Social Policy: To be announced.

Lectures: 10 x SA201.1. Classes: 10 x SA201.1.A, fortnightly MT and LT. Five additional non-compulsory classes during the last 5 weeks of the LT.

SA201.2 Research Methods for Social Policy: Dr E Munro. Lectures: 10 x SA201.2. fortnightly Classes: 10 x SA201.2.A, fortnightly MT and LT. Two revision classes, ST.

Written work: For the **Research Methods** class, students work in small groups on a research project of their choice and are expected to contribute to the group project report of 2,000-3,000 words. Participation in group work in class, and in preparation for classes, is essential. For the **Data Analysis** class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Completion of a Project Report is a condition of examination entry.

188 Undergraduate Course Guides

Reading list: J Healey, *Statistics: A Tool for Social Research*; J Pallant, *SPSS Survival Manual*; C Robson, *Real World Research*; D Rowntree, *Statistics Without Tears*; HMSO, *Social Trends* (annually); SCPR, *British Social Attitudes* (annually); HMSO, *General Household Survey* (annually).
Assessment: A project report (30%). The project topic will be given out during the MT, and the project report must be handed in to the Undergraduate Administrator in the last week of the LT. A three-hour written examination in the ST (70%).

SA204

Educational Policy and Administration

This information is for the 2004/05 session.

Teacher responsible: Professor A West, A139

Availability: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core syllabus: An introduction to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education, for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Content: The first part of the course focuses on broad issues of educational policy, from the end of the 19th century onwards, including the 1944 Education Act, recent education reforms, further and higher education including market oriented reforms in the UK and elsewhere. The second part of the course focuses on specific issues that have implications for equality of opportunity, equity and social justice, social class and education, ethnicity/race and education, special educational needs, gender and education and early years education.

Teaching: Lectures: 10 x SA204, MT. Classes: 22 x SA204.A, MT, LT, ST.
Written work: Presentation of two or three short class papers during the session and two essays per term.

Reading list: Some introductory texts are recommended: M Flude & M Hammer, *The Education Reform Act 1988: its origins and implications*, 1992; P Gordon, R Aldrich & D Dean, *Education and Policy in England in the Twentieth Century*, 1991; D Lawton, *Education and Politics in the 1990s: conflict or consensus?* 1992; A H Halsey et al, *Education: Culture, Economy, Society*, 1997; A Hayton (Ed), *Tackling Disaffection and Social Exclusion*, 1999; A West & H Pennell, *Underachievement in Schools*, 2003. A comprehensive bibliography will be provided.

Assessment: A three-hour written examination in the ST.

SA212

Family, Gender and Society

This information is for the 2004/05 session.

Teacher responsible: Professor J Lewis, A279

Availability: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit. This course is capped.

Core syllabus: This course examines the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach is interdisciplinary and although primarily concerned with Britain has a substantial comparative component.

Content: The course provides an overview of the history of the family and reviews the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes covered include: partnership and parenthood; family conflict and disruption; work and family issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Teaching: Lectures: 20 x SA212, MT, LT. Classes: 22 x SA212.A, MT, LT, ST.
Written work: Presentation of two or three short class papers during the session and two essays.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: G Alland & G Crow, *Families, Households and Society*, Palgrave, 2001; ONS, *Social Focus on Families*, 1997; S McRae (Ed), *Changing Britain: Families and Households in the 1990s*, OUP, 1999; F R Elliott, *Gender Family and Society*, Macmillan; L F Harding, *Family, State and Social Policy*, Macmillan, 1996; D Utting, *Family and Parenthood: a guide to the debate*, Joseph Rowntree Foundation; K Kiernan & M Wicks, *Family Change and Future Policy*, Joseph Rowntree Foundation; K Kiernan, H Land & J Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998.

Assessment: A three-hour written examination in the ST.

SA213

European Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr S Mangen, A261

Availability: This course is available to students on Bachelor's degrees where regulations permit, and to General Course students.

Core syllabus: The course examines the emergence and subsequent

development of welfare states and contemporary social policies in Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an equally important component.

Content: A cross-national analysis of the development of European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective social provisions from the last quarter of the nineteenth-century. After reviewing current welfare state formations among the member states, attention turns to the growing social policy competences of the EU. In the second part, lectures and classes focus on current processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy; demographic trends and the planning of welfare; the fiscal crisis and the funding of social security; health care; social exclusion; women and the welfare state; labour market and training issues; urban problems.

Teaching: Lectures: 20 weekly lectures (SA213) in MT and LT. Classes 21 x SA213.A, MT, LT, ST.

Reading list: No one book covers the whole course. A detailed graduated reading list will be available at the beginning of the session. Some introductory texts are: L Hantrais, *Social Policy in the EU*, Macmillan (2nd edn); M Kleinman, *A European Welfare State? EU Social Policy in Context*, Palgrave; A Cochrane & J Clarke, *Comparing Welfare States*, Sage; M Wise & R Gibb, *Single Market to Social Europe*, Longman; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity.

Assessment: An essay of 2,000 words in both the MT and LT to be handed to the Undergraduate Administrator in the first week of the LT and ST respectively (30%). A three-hour written examination in the ST (70%).

SA217

Psychology of Crime and Criminal Justice

This information is for the 2004/05 session.

Teacher responsible: Dr J Rumgay, A255

Pre requisites: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. It is compulsory for students studying for the BSc Social Policy, Criminal Justice and Psychology in the second year. General Course students are welcome.

Core syllabus: The course examines the contribution of psychology to our contemporary understanding of crime and criminal justice processes. It explores the application of psychological theory and research to policy development in relation to prevention and treatment of criminal behaviour, prevention and investigation of crime and the effectiveness of the criminal justice system.

Content: The course examines the development of individual criminality and criminal careers; social group processes in criminal activity; drug and alcohol related crime; varieties of criminal behaviour including violent, sexual and property crime; mental disorder and crime; victims and victimisation; situational crime prevention; offender profiling; criminal investigation and interviewing of suspects; courtroom testimony; jury deliberations and verdicts; sentencing; and rehabilitation.

Teaching: Lectures x 20; Classes x 20, MT and LT, plus two revision classes, ST.

Written work: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Reading list: P B Ainsworth, *Psychology and Crime: Myths and Reality*, 2000; R L Akers & G F Jensen (Eds), *Social Learning Theory and the Explanation of Crime*, 2003; D Canter & L Alison, *The Social Psychology of Crime: Groups, Teams and Networks*, 1999; G Gudjonsson, *The Psychology of Interrogations and Confessions*, 2002; D Howitt, *Forensic and Criminal Psychology*, 2002; E Leyton (Ed), *Serial Murder: Modern Scientific Perspectives*, 2000; J Maguire, T Mason & A O'Kane (Eds), *Behaviour, Crime and Legal Processes: A Guide for Forensic Practitioners*, 2000; R F Meier, L Kennedy and V F Sacco (Eds), *The Process and Structure of Crime: Criminal Events and Crime Analysis*, 2001; T D Meithe & R C McCorkle, *Crime Profiles: The Anatomy of Dangerous Persons, Places and Situations*, 2001; N G Ribner, *The Handbook of Juvenile Forensic Psychology*, 2002; G B Traverso & L Bagnoli (Eds), *Psychology and Law in a Changing World: New Trends in Theory, Research and Practice*, 2001.

Assessment: A three-hour written examination in the ST.

SA220

Health and Social Care

This information is for the 2004/05 session.

Teachers responsible: Professor M Murphy, A234 and Dr M Bhatia, A225

Availability: This course is an option for Bachelor's degrees in Social Policy, and other degrees where regulations permit. It assumes no previous knowledge of the subject.

Core syllabus: This course brings together the main issues in health and mortality in developed countries and the policy and service responses to them from an international perspective.

Content: Context and determinants of health from an international perspective; Trends and patterns of health and mortality; Trends and patterns of morbidity and disability; Measuring health and mortality;

Measuring sickness and disability; The major killers and the emerging new threats in developed society; Inequalities in health and the health of the elderly in Great Britain and Europe; Unemployment and health, Social networks and health; The role of health care systems in health policy; Health planning and priority setting; Long term care; Changing role of Government; Health sector reforms.

Teaching: Lectures: 22 x SA220. Classes: 22 x SA220.A, MT, LT, ST.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: WHO, *The World Health Report 2000 - Health systems: Improving Performance*, 2000; M Marmot & R Wilkinson (Eds), *Social Determinants of Health*, 1999; J Charlton & M Murphy (Eds), *The Health of Adult Britain, 1841-1994*, Vols 1 & 2, 1997; B Davey, A Gray & S Clive, *Health and Disease: a reader*, 2002; R Freeman, *The Politics of Health in Europe*, 2000; J Campbell & N Ikegami (Eds), *Long-term Care for Frail Older People: reaching for the ideal system*, 1999.

Assessment: An essay of 2,000 words to be handed in to the Undergraduate Administrator in the first week of the ST (30%). A three-hour written examination in the ST (70%).

SA221

Poverty, Social Exclusion and Social Change

This information is for the 2004/05 session.

Teacher responsible: Dr H Dean, A262

Availability: This is an optional course for Bachelor's Degrees in Social Policy and for other degrees where regulations permit.

Core syllabus: Definitions, measurement and causes of poverty and social exclusion. Analysis of the impact of social changes on family composition, employment, housing, health and education and the consequences for poverty and social exclusion.

Content: The course will examine poverty and social exclusion in general and analyse selected aspects drawn from the following: demographic change, racial inequality, homelessness and housing deprivation, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, crime and social exclusion.

Teaching: Lectures: 20 x SA221. Classes: 24 x SA221.A, MT, LT, ST.

Written work: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Reading list: A detailed list will be provided at the start of the session. P Alcock, *Understanding Poverty*, Macmillan, 1997; H Dean, *Poverty, Riches and Social Citizenship*, Macmillan, 1999; J Hills, et al (Ed), *Understanding Social Exclusion*, OUP, 2002; R Lister (Ed), *Charles Murray and the Underclass* IEA, 1996; Cm 5598, *Opportunity for All: Fifth Annual Report*, TSO 2003.

Assessment: An essay of 1,500 words (25%) to be handed to the Undergraduate Administrator in the first week of the ST, and a three-hour written examination in ST (75%).

SA222

Principles of Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr S Mangen, A261

Availability: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Content: The course is divided into three parts. The first deals with the contrasting theories of the state and what each imply for the role the state plays in meeting human need. It contrasts the ways in which different states have evolved different modes of intervention based on varied traditions of the role of the state, family and individual. The second part deals with issues involved in translating these values and policies into practice - the implementation of social policy. Concepts like need, entitlement, solidarity, reward and redistribution are addressed. The final part examines research evidence to study the impact of social policies on society.

Teaching: 20 x Integrated Teaching Units MT, LT. One revision session. Students will be required to give individual and group presentations in class.
Written work: Each student will be required to submit an essay to the class teacher at the end of the MT and LT.

Reading list: V George & P Wilding, *Welfare and Ideology*; M Hill, *The Policy Process: A Reader*; M O'Brien & S Penna, *Theorising Welfare*; P Dunleavy & B O'Leary, *Theories of the State*; C Pierson & F G Castles, *The Welfare State: a reader*. Those new to social policy should begin with P Alcock et al, *The Student's Companion to Social Policy*, 1998; J Baldock et al, *Social Policy*, 1999; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*. A detailed reading list will be provided for each class.

Assessment: A three-hour written examination in the ST.

SA250

Demographic Description and Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr A Gjonca, A229

Availability: Compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit; it assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.

Core syllabus: An introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about demographic data; period and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality, nuptiality and migration; the determinants of age structure and the intrinsic growth rate; use of survey data; the interpretation of demographic statistics; population dynamics and population change.

Teaching: Lectures: 22 x SA250. Classes: 24 x SA250.A, MT, LT, ST.

Written work: A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.

Reading list: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: C Newell, *Methods and Models in Demography*; A Hinde, *Demographic Methods*; S H Preston, et al, *Demography: Measuring and Modelling Population Processes*; R Pressat, *The Dictionary of Demography*, edited by C Wilson.

Assessment: A three-hour written examination in the ST.

SA252 Not available in 2004/05

Third World Demography

This information is for the 2004/05 session.

Teacher responsible: Dr R Sear, A270

Availability: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit.

Core syllabus: The course provides an overview of both the causes and consequences of population trends in developing countries.

Content: The course covers the size, distribution and growth of the populations of the main developing regions and countries; levels, trends and differentials in fertility, mortality and marriage in developing countries; the causes of mortality decline in the Third World - disease control, sanitation and water supply, economic betterment, nutrition, health service provision etc; synergistic interactions associated with infectious diseases and child malnutrition; the social and economic consequences of rapid population growth; possible costs and benefits of having children for peasant couples; other factors affecting fertility: child mortality, maternal education, breast feeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as AIDS in the Third World; famine demography; world food prospects; patterns and trends in migration and urbanisation in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes.

Teaching: Lectures: 24 x SA252. Classes: 24 x SA252.A, MT, LT, ST.
Reading list: Certain readings have direct relevance for most aspects of the course. In particular: the journal, *Population and Development Review* (PDR) published quarterly by the Population Council, New York; R Feachem (Ed), *The Health of Adults in the Developing World*, Oxford University Press, 1992; T Dyson, *Population and Food*, Routledge, 1996; World Bank, *Population Change and Economic Development*, Oxford University Press, 1985.

A supplementary reading list is available upon request from the Course Administrator in A253.

Assessment: A three-hour written examination in the ST.

SA309

Criminal Justice Policy

This information is for the 2004/05 session.

Teachers responsible: Dr J Rumgay, A255, Dr C Phillips, A230 and Professor T Newburn, A280

Availability: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. It is compulsory for students studying for the BSc Social Policy, Criminal Justice and Psychology in their second or third year. General Course students are welcome.

Core syllabus: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. Particular attention will be paid to current policy issues and debates.

Content: The course examines: statistical measures of crime and

victimisation; social and situational crime prevention; policing; prisons; the probation service; community penalties; youth justice; restorative justice; community safety; mentally disordered offenders; gender and crime; ethnicity and crime; victims. The course offers a comparative perspective, particularly in drawing on examples from the USA.

Teaching: 20 lectures and 20 classes MT/LT, and two revision classes ST.

Written work: Two essays per term (MT and LT) will be required.

Students will be expected to present class papers.

Reading list: S Ballintyne, K Pease & V McLaren, *Secure Foundations: Key Issues in Crime Prevention, Crime Reduction and Community Safety*, 2000; M Cavadino & J Dignan, *The Penal System: An Introduction*, 2002; A Crawford & J Goodey (Eds), *Integrating a Victim Perspective: International Debates*, 2000; H Croall, *Crime and Society in Britain*, 1998; M Davies, H Croall & J Tyrer, *Criminal Justice: An Introduction to the Criminal Justice System in England and Wales*, 1998; A James & J Raine, *The New Politics of Criminal Justice*, 1998; P Joyce, *Crime and the Criminal Justice System*, 2001; I McKenzie & R Bull, *Criminal Justice Research: Inspiration, Influence and Ideation*, 2002; T Newburn, *Crime and Criminal Justice Policy* (2nd edn), 2003.

Assessment: A three-hour written examination in the ST.

SA320

Comparative and International Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr S Mangen, A261

Availability: This is a compulsory 3rd year course for Bachelor's degrees in social policy, and available to students on other degrees who have completed Foundations of Social Policy (SA100) and Principles of Social Policy (SA222).

Core syllabus: The course examines social policy from a comparative perspective, focusing on similarities and differences in the representation of social policy issues, the responses to these issues and outcomes in countries across the international arena.

Content: The course explores the implications of globalisation for social policy; considers the operation and effectiveness of transnational policy making bodies; evaluates the uses and limits of comparative methodology; discusses existing approaches to comparative analysis of social policy; considers international variation in formulation and response to issues, such as education, employment, urbanisation, housing, criminal justice policy, population change, poverty, health, and child welfare; explores how social policy adds up across sectors in a number of contrasting countries.

Teaching: 17 x lectures, 17 classes, two x student-led workshops and one revision session.

Written work: Students are expected to submit one piece of assessed written work per term, and to read for and prepare contributions to class discussion each week.

Reading list: C Finer Jones (Ed), *Transnational Social Policy* (1999); P Kennett, *Handbook of Comparative Social Policy* (2004); J Clasen (Ed), *Comparative Social Policy* (1999); L Hantrais & S Mangen, *Cross National Research Methods* (1996); G Esping-Andersen, *Welfare States in Transition* (1996); R Mishra, *Globalisation and the Welfare State* (1999).

Assessment: Two assessed essays (40%), each of which should be no more than 1,500 words: one to be submitted on the first day of LT, the second on the first day of ST; to be handed in to the Undergraduate Administrator. A three-hour written examination in the ST (60%).

SA349

A Long Essay on an Approved Topic

This information is for the 2004/05 session.

Teacher responsible: Departmental Tutor, Department of Social Policy

Pre-requisites: This is a compulsory course for the BSc Social Policy and Administration. It is an option for the BSc Social Policy and Government, BSc Social Policy with Social Psychology, BSc Social Policy, Criminal Justice and Psychology, BSc Social Policy and Economics and BSc Social Policy and Sociology.

Core syllabus: An essay of not more than 8,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The essay should be on a topic area within the field of the degree course; it may involve original fieldwork, or the analysis and appraisal of existing literature.

Teaching: Students will have preliminary discussions about the topic of their essay with their tutor in the ST of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the departmental tutor, a final title for the essay by 7 December in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft, which should be handed in before the end of the LT.

Assessment: Students in the third year must submit their essay to the Undergraduate Administrator in the first week of ST. The exact date and time will be notified in the LT. It should be typewritten. Precise details on

format and presentation will be issued by the Department at the beginning of the third year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SA399

Special Essay in Population Studies

This information is for the 2004/05 session.

Teacher responsible: Dr A Gjonca, A229

Availability: This is an optional course for Bachelor's degrees in Population Studies and certain joint degrees.

Core syllabus: The essay may be on any subject that is considered to be related to Population Studies and which is agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant material available for interpretation and analysis, and that the topic is not unmanageably large.

Content: There is no formal course content. Candidates will be expected to demonstrate their understanding of basic demographic methods and draw widely on their reading from other courses in Population Studies.

Teaching: An hour of formal instruction is provided to candidates in order to give general information as to what is expected. In addition, tutors will advise candidates during their normal tutorial meetings on scope, topic and relevant reading, as well as on general approaches. However, tutors are not permitted to read or comment on drafts of the essay. Students who decide to do the essay should not expect additional tutorial meetings to discuss it.

Written work: The essay may not be more than 8,000 words of main text, including footnotes and appendices, but excluding bibliography and tables. In students' own interests the essay should preferably be typed, double-spaced, using the reference procedures of the journal *Population Studies*. It must be submitted to the Course Office (A273) in the first week of the ST - the exact date and time will be notified in the LT. The student is advised to retain a copy.

Assessment: See written work above.

SO100

Key Concepts in Sociology: An Introduction to Sociological Theory

This information is for the 2004/05 session.

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory first-year course in Sociology. Available to other students as permitted by the regulations for their degrees.

Core syllabus: The course aims to introduce students to sociological analysis by examining the origins sociological classical theories of modern society (ten lectures) and then by exploring the development of classical themes in twentieth century sociological theory (ten lectures).

Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; theories of modernity and postmodernity - including work of Simmel, the Frankfurt School, Parsons, Habermas, Foucault, Giddens and Bauman.

Teaching: 20 lectures and 23 discussion classes.

Written work: Four 2,000 word essays (two in MT; two in LT), for feedback from class teachers.

Reading list: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

Assessment: A three-hour unseen examination in the ST. The paper will be divided into two sections, corresponding to the two parts of the course. Three questions must be answered, at least one from each section.

SO101 Not available in 2004/05

Issues and Methods of Social Research

This information is for the 2004/05 session.

For SO101 see SO221

SO110

Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology

This information is for the 2004/05 session.

Teacher responsible: Professor Nikolas Rose, S217

Availability: Restricted to 1st year students in Sociology and 1st year students from other departments.

Core syllabus: The course provides an introduction to different substantive areas of work in contemporary sociology. Students will gain an understanding of leading-edge research within the discipline worldwide.

Content: Globalisation, power and inequality; Nation states, war and conflict; Money, markets and work; Identity, cosmopolitanism, nationalism and religion; Families, gender, sexuality and the body; Punishment, illness and deviance.

Teaching: 20 Lectures held weekly in MT and LT; 22 classes held weekly

in MT, LT & ST.

Written work: Two formative essays in MT, one formative essay in LT.

Reading list: S Hall & B Gieben (Eds), *Formations of Modernity* (1992); N Rose, *Powers of Freedom: Reframing Political Thought*, (1999); R Sennett, *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism* (1998); L Sklair, *Globalization: Capitalism and Its Alternatives* (2002); S Sassen, *Global Networks, Linked Cities* (2002); M Castells, *The Rise of the Network Society* (2000); S Hall, *Representation: Cultural Representations and Signifying Practices*, (1997); D Held et al, *Global Transformations: Politics, Economics and Culture* (1999); N Dodd, *The Sociology of Money: Economics, Reason & Contemporary Society* (1994); V Zelizer, *The Social Meaning of Money* (1997); D Slater, *Consumer Culture and Modernity* (1997); S Jackson & S Scott (Eds), *Gender: A Sociological Reader* (2002); S Jackson & S Scott, *Feminism and Sexuality: A Reader* (1996); K Woodward (Ed), *Identity and Difference* (2002)

Assessment: One assessed essay (2,500-3,000 words) to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of ST (30% of the total mark) and a two-hour unseen examination (70% of the total mark).

SO201

Sociological Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr Nigel Dodd, S283

Availability: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core syllabus: An exploration of modern and postmodern social theory.

Content: In the first term, the work of four key critical thinkers - Adorno, Benjamin, Foucault and Baudrillard - will be explored through a close reading and interpretation of primary texts.

In the second term, an analytical approach will be taken to core problems in sociological theory, for example, the relationship between structure and action, and the analysis of language and culture.

Teaching: Lectures: SO201 20 lectures, weekly in MT and LT. Classes: SO201.A 20 classes, weekly in MT and LT.

Reading list: Selected reading: Z Bauman, *Postmodernity and its Discontents*; J Baudrillard, *Fatal Strategies*; U Beck, *Democracy Without Enemies*; U Beck, A Giddens & S Lash, *Reflexive Modernization*; M Berman, *All that is Solid Melts Into Air*; N Dodd, *Social Theory and Modernity*; M Foucault, *Power/Knowledge*; D Frisby, *Fragments of Modernity*; A Giddens, *The Consequences of Modernity*; A Giddens, *Capitalism and Modern Social Theory*; J Habermas, *The Philosophical Discourse of Modernity*; M Horkheimer, *Critical Theory*; J-F Lyotard, *The Postmodern Condition*; N Mouzelis *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; R Rorty, *Achieving Our Country*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One three-hour formal examination in ST, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the C.I.S.

This information is for the 2004/05 session.

Teacher responsible: Dr E A Weinberg, S266

Availability: Optional course for Bachelor's degrees in Sociology.

Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Content: Particular attention will be given to the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed.

The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Teaching: The lectures and classes are given by Dr Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MT, LT, ST.

Written work: Each student is required to produce several papers for class presentation throughout the year.

Reading list: The following should be consulted for relevant topics throughout the course: C Black (Ed), *The Transformation of Russian Society*; E A Weinberg, *The Sociology in the Soviet Union and Beyond*; J Pankhurst & M P Sacks, *Contemporary Soviet Society*; D Lane, *State and Politics in the USSR; Soviet Economy and Society*; S Cohen, *Rethinking the Soviet Experience*; D Lane, *Soviet Society under Perestroika*; M Buckley, *Redefining Russian Society and Policy*; R Sakwa, *Russian Politics and Society*

Assessment: A three-hour formal examination in ST (75% of the total mark) and an assessed essay (25% of the total mark) to be handed in to

the Sociology Administration Office, Room S219a, no later than 4.00pm on the first Thursday of ST.

SO203

Political Sociology

This information is for the 2004/05 session.

Teacher responsible: Dr Robin Archer, S275

Availability: Optional course for Bachelor's degrees in Sociology.

Core syllabus: The aim of the course is to discuss central empirical and theoretical questions in political sociology.

Content: Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course begins by examining some of the classic debates about the relationship between the development of the state and democracy on the one hand, and the rise of capitalism and liberalism on the other. We will then examine the impact that social cleavages like class, religion, race and gender have on parties, elections and other political institutions in a number of different countries. We will also examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some large scale historical changes like revolutions, decolonisation, and globalisation. Throughout the course we will also consider some of the main theoretical approaches that are used in the study of political sociology.

Teaching: Lectures: SO203 Sessional.

Classes: SO203.A 22 Sessional.

Written work: At least one class presentation and a termly paper in the MT and LT.

Reading list: R Dalton, *Citizen Politics*, 3rd edn; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*; A Giddens, *Capitalism and Modern Social Theory*; John Goldthorpe, *Order and Conflict in Contemporary Capitalism*; R Inglehart, *Culture Shift in Advanced Industrial Society*; J Manza & C Brooks, *Social Cleavages and Political Change*; B Moore, *The Social Origins of Dictatorship and Democracy*; T Skocpol, *States and Social Revolutions*; S Steinmo, et al, *Structuring Politics*; S Tarrow, *Power in Movement*.

Assessment: A three-hour formal examination in ST (75% of the total mark) and an assessed essay (25% of the total mark) to be handed in to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Thursday of ST.

SO208

Gender and Society

This information is for the 2004/05 session.

Teacher responsible: Dr Suki Ali, S206

Availability: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core syllabus: The meaning of gender and its relevance to the study of contemporary societies.

Content: An examination of gendered relations of power and the articulation of gender with other kinds of social difference such as 'race', class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern. The main topics are: gender and sexuality and the body; families; violence; nation and citizenship; reproductive technologies; globalisation representation.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading list: S Jackson & S Scott (Eds), *Gender*, London and New York: Routledge, 2000; H Mirza (Ed), *Black British Feminism: A Reader*, London and New York: Routledge, 1997; P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives* (2nd edn), 1996; R W Connell, *Gender and Power*, 1987; I Grewal & K Caplan (Eds), *An Introduction to Women's Studies: Gender in a Transnational World*; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R Tong, *Feminist Thought*, 1989; S Walby, *Theorizing Patriarchy*, 1990; E Silva (Ed), *Good Enough Mothering*; S Lees, *Ruling Passions*, 1997; C Smart, *Regulating Womanhood*, 1992; E Silva & C Smart, *The New Family?*, 1999.

A more detailed reading list will be provided at the beginning of the course.

Assessment: A three-hour unseen written paper in ST.

SO210

Crime, Deviance and Control

This information is for the 2004/05 session.

Teacher responsible: Professor Paul Rock, S203

Availability: Optional course for Bachelor's degrees in Sociology.

Pre requisites: Students should have completed introductory courses in sociological theory and social structure.

Core syllabus: Criminological theories used to explain crime and deviance; applications; social control.

Content: The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social controls, crime prevention.

Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (one-hour) MT, LT and ST.

Written work: Two 2,000 word essays in both the MT and LT.

Reading list: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: R White & F Haines *Crime and Criminology* (2nd edn), 2000; J Muncie & E McLaughlin *The Problem of Crime*, 2001; D M Downes & P E Rock, *Understanding Deviance*, 1998; J Tierney, *Criminology: Theory and Context*, 1996; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology* 2002.

Assessment: A three-hour examination in the ST.

SO211

Sociology of Health and Medicine

This information is for the 2004/05 session.

Teacher responsible: Dr Karen Throsby, S207

Availability: Optional Course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution.

Content: The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality and the politics of health, stress, social support and health; the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control; sociological perspectives on suicide and self harm; disability; reproductive and genetic technologies; the crises in health care provision in modern societies, managerialism, consumerism and health care.

Teaching: Lectures SO211, weekly MT, LT, ST.

Classes SO211, weekly MT, LT, ST.

Written work: Students will be expected to produce two essays and one class paper per term.

Reading list: S Taylor & D Field, *Sociology of Health and Health Care* (3rd edn), 2002; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Medicine*, 1998; M Bury, *Health and Illness in a Changing Society*, 1997; B Davey, *Health and Disease*, 1995; Townsend, N Davidson & M Whitehead, *Inequalities in Health*, 1992; B Turner, *Medical Power and Social Knowledge* (2nd edn), 1995.

Assessment: a) a three-hour unseen examination (75% of the total mark) from which three questions are to be attempted; b) an assessed essay of 2,000 words to be handed in to the Sociology Administration Office, Room S219a, before 4.30pm on the first Wednesday of ST (25% of the total mark).

SO212

Work, Management and Globalisation

This information is for the 2004/05 session.

Teacher responsible: Dr Patrick McGovern, S275

Availability: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (BA and BSc).

Core syllabus: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, contemporary management, globalization and labour.

Content: The employment contract; theoretical perspectives on the employment relationship; control and consent at work; scientific management and McDonaldization; labour market divisions; women in the labour market; discrimination at work; the changing employment relationship; employment in Japan; self-managing teams; management gurus; globalization and labour; employment practices in multinational corporations; immigrant workers.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and a guest lecturer (Dr Catherine Hakim).

Written work: One essay and one class paper per term.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); M Noon & P Blyton *The Realities of Work* (2nd edn); C Tilly & C Tilly, *Work under Capitalism*; P Dicken *Global Shift* (3rd edn); D Held et al *Global Transformations*. A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of approximately 2,500 words. The essay must be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Friday of ST.

SO215

Evolution and Social Behaviour

This information is for the 2004/05 session.

Teacher responsible: Dr C Badcock, S282

Availability: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: The course aims to give students of the social sciences an introduction to evolutionary biology and its applications to human societies. The course also deals with the relevance of evolution and its insights into fundamental questions of social science such as the problem of order, the origins of motivation and social co-operation, altruism, kinship, family co-operation and conflict, sex roles, and so on.

Content: Fundamentals of evolution; selection and adaptation; heredity, genes and development; the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict; reciprocal altruism, deceit and the evolution of consciousness and the emotions; autism research and its implications for the understanding of normal social behaviour; incest; the nature/nurture controversy; genes, memes co-evolution and culture; the relevance and validity of evolution; the Standard Social Science Model and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Students are encouraged to attend the lectures for SO418 **Genes and Society**.

Written work: No formal course work.

Reading list: C Badcock, *Evolutionary Psychology: A Critical Introduction*; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*; L Betzig (Ed), *Human Nature: A Critical Reader*; L Betzig, M Borgerhoff Mulder & P Turke (Eds), *Human Reproductive Behaviour*; C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*; M Daly & M Wilson, *Sex, Evolution & Behaviour* (2nd edn); D Buss, *The Evolution of Desire: Strategies of Human Mating*; R Dawkins, *The Selfish Gene*; W D Hamilton, *Narrow Roads of Gene Land*; J R Harris, *The Nurture Assumption*; J Loproto & T Crippen, *Crisis in Sociology: The Need for Darwin*; R Plomin et al *Behavioural Genetics* (3rd edn); M Ridley, *The Origins of Virtue*; S C Stearns, *Evolution in Health and Disease*; R Trivers, *Social Evolution*; J Wind (Ed), *Essays in Human Sociobiology*, Vols 1 & 2; G Williams, *Plan & Purpose in Nature*; R Wright, *The Moral Animal: The New Science of Evolutionary Psychology*

Assessment: A three-hour unseen examination in ST.

SO220

Citizenship and Migration

This information is for the 2004/05 session.

Teacher responsible: Dr Liza Schuster, S219

Availability: Optional course for Bachelor's degree in Sociology (2nd and 3rd years). Other students may take this course as permitted by the regulation for their degrees.

Pre-requisites: None, but students would benefit from a foundation year in Sociology, Social Policy, Government or International Relations.

Core syllabus: This course synthesises some of the most important concepts in relation to the movement and settlement of people in Europe. It examines key debates in migration and citizenship theory and their relevance to the movement of migrants for whatever reason. The political, social and economic factors that cause people to move in an increasingly interconnected world will be outlined.

Content: Drawing on case studies from Europe, the impact of particular national models of citizenship, of migration histories (including the role of colonisation, links between the sending and receiving countries and the formation of migrant and minority communities) and different models of inclusion will be considered in relation to theories of integration and migrant settlement. The course covers historic, theoretical and empirical concerns relating to migration, citizenship and their interaction with the inclusion and settlement of migrants and minorities.

Teaching: 20 lectures and 23 classes.

Written work: Each student will be required to produce two (10 minute) papers for presentation during classes.

Reading list: R Baubock & J Rundell, *Blurred Boundaries: Migration, Ethnicity, Citizenship*; Rogers W Brubaker, *Citizenship and Nationhood in France and Germany*; S Castles & A Davidson, *Citizenship and Migration: Globalisation and the politics of belonging*; S Castles & M Miller, *The Age of Migration: International population movements in the modern world*; W Cornelius, P L Martin & J F Hollifield (Eds), *Controlling Immigration: A Global Perspective*; A Dummett & A Nicol, *Subjects, Citizens, Aliens and Others: Nationality Law*; T Faist, *The Volume and Dynamics of International Migration and Transnational Social Spaces*; A Favell, *Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain*; D Jacobson, *Rights Across Borders: Immigration and the Decline of Citizenship*; C Joppke, *Immigration and the Nation State: The United States, Germany and Great Britain*; C Joppke (Ed), *Challenge to the Nation-State: Immigration in Western Europe and the United States*; W Kymlicka, *Multicultural Citizenship*; R Miles & D Thranhardt,

Migration and European Integration; N Papastergiadis, *The Turbulence of Migration: Globalization, Deterritorialization and Hybridity*; Y Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe*; J Wrench & J Solomos (Eds), *Racism and Migration in Western Europe*

Assessment: One essay (30% of the total mark) to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the last Friday of LT and one three-hour examination (70% of the total mark).

SO221

Issues and Methods of Social Research

This information is for the 2004/05 session.

Teacher responsible: Dr Ursula Henz, S218

Availability: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology.

Core syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Content: The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and validity, with specific techniques of data-gathering (such as interviews and questionnaires) and with the measurement devices appropriate for particular tasks (eg, various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables. Students apply some of these techniques using the SPSS computer package.

Teaching: The course comprises a series of 15 lectures and five computer workshops (SO221) and 20 weekly classes in small groups (SO221.A).

Lectures: SO221 **Issues and Methods of Social Investigation** MT and LT. Classes: SO221.A Sessional.

Written work: There are two compulsory assignments per term.

Reading list: There is no single textbook that covers the content of the whole course but students are encouraged to buy: C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations* (6th edn). Other useful textbooks are: M I A Bulmer (Ed), *Sociological Research Methods* (2nd edn); C Marsh, *The Survey Method*; C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edn); D Nachmias & C Nachmias, *Research Methods in the Social Sciences*; M Shipman, *The Limitations of Social Research*.

Assessment: A three-hour written examination in the ST based on the full syllabus. All questions carry the same weight. 60% of the total assessment for the course is based on this examination. The remaining 40% is awarded for the student's coursework of which there are two pieces. They are to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the last Friday of MT and the first Thursday of ST, respectively.

SO222

Aspects of British Society

This information is for the 2004/05 session.

Teacher responsible: Dr C T Husbands, S287

Availability: While constructed primarily for first and second year undergraduates reading for the BSc course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core syllabus: The course considers important social, economic, and political issues relevant to contemporary Britain. It is strongly empirical and makes much use of quantitative material, drawing upon comparisons with other countries, where appropriate.

Content: The lectures and classes of this course are taught primarily by Dr Husbands, but with assistance from one or more colleagues with some of the lecturing and class teaching. The following subjects indicate the nature of material presented in the course: class structure and occupational change; forms of inequality and the distribution of income and wealth; economic structure; employment relations and the labour market; politics and voting; gender; demographic patterns and family structure; the mass media; ethnic relations; political reactions to blacks' and Asians' presence in Britain; multiculturalism; the education system; crime and deviance; and health.

Teaching: A series of 21 lectures (SO222) in the MT, LT and ST, with 19 associated weekly classes (SO222.A).

Reading list: References on specific topics being taught will be provided when the course starts, but the general textbook, to which particular reference is made, is N Abercrombie & A Warde, *Contemporary British Society* (3rd edn). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour*

Market Trends.

Written work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the MT and one in the LT.

Assessment: The course examination will be in two parts, each contributing 50% to the final course mark. The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Sociology Administration Office, Room S219a, by Noon on Tuesday 3 May 2005. The second part will be a two-hour unseen examination in ST in which candidates will be required to answer two questions selected from a choice of eight or so.

SO223

Sociology of Religion

This information is for the 2004/05 session.

Teacher responsible: Ms Amanda Twist, Z34

Availability: 2nd and 3rd year Bachelor's degree in Sociology but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with the relationship between religion and other areas of society, the ways in which and the extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of classical theorists such as Weber, Durkheim and Marx, as well as more contemporary theorists is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion and religiosity; relations between religion and politics; religion in former Soviet societies; the rise of fundamentalism and how this ties in with national and ethnic conflicts; gender and methodological issues associated with the sociology of religion. Students will have the opportunity to visit religious groups in and around London.

Teaching: Lectures: (SO223) 25 weekly MT, LT, ST.

Classes: (SO223.A) 25 weekly MT, LT, ST.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Reading list: (More detailed reading lists are available for specific topics). M McGuire, *Religion: the Social Context* (Wadsworth, 4th edn, 1997); P Berger, *The Social Reality of Religion* (Faber, 1967); M Weber, *The Sociology of Religion* (Methuen, 1965); B Wilson, *Religion in Sociological Perspective* (Oxford University Press, 1982); G Davie, *Religion in Modern Europe: A Memory Mutates* (OUP, 2000); M Douglas, *Purity and Danger* (Routledge, 1966).

Assessment: A three-hour formal paper in the ST (60% of the total mark) and a 4,000 max word essay (40% of the total mark), based on original fieldwork (a comparison of three religious services) to be handed in to the Sociology Administration Office, Room S219a, before 4.30 on the first Friday of ST. Further details of the fieldwork will be given in lectures.

SO224

The Sociology of Race and Ethnicity

This information is for the 2004/05 session.

Teacher responsible: Dr Claire Alexander, S284

Availability: Optional Course for Bachelor's degree in Sociology for 2nd and 3rd years. Other students may take this course as permitted by the regulation for their degrees.

Core syllabus: The course provides an introduction to theoretical, historical and contemporary debates around race, racism and ethnicity. It firstly explores the main theoretical perspectives which have been used to analyse racial and ethnic relations, in a historical and contemporary framework. It then examines the historical, social and political context of racial relations in contemporary societies, focusing primarily on Britain, although it also draws on comparative examples.

Content: Race relations and social theory; race and class; theories of multiculturalism; black feminism; anti-Semitism and the Holocaust (including fieldtrip); whiteness; postcolonial theory; race, identity and difference; new racisms, new ethnicities; race and ethnicity in historical perspective; racism and the legacy of Empire; race and immigration; race relations and public policy; race, racism and riots; the underclass; Muslim identities; asylum and new migrations; racism in contemporary Europe.

Teaching: 20 Lectures held weekly in MT and LT; 22 classes held weekly in MT, LT & ST.

Written work: There will be a class presentation (with written outline) in MT or LT and a 2,000 word formative essay in LT.

Reading list: L Back & J Solomos (Eds), *Theories of Race and Racism* (Routledge 2000); M Bulmer & J Solomos (Eds), *Racism* (OUP 1999); M Banton, *Racial Theories* (CUP 1998); J Solomos & L Back, *Racism and Society* (Macmillan 1996); R Miles, *Racism after Race Relations* (Routledge 1993); J Bulmer & J Solomos (Eds), *Racial and Ethnic Studies Today* (Routledge

1999); H Mirza (Ed), *Black British Feminism* (Routledge 1997); K Owusu (Ed), *Black British Cultural Studies* (Routledge 1999); D T Goldberg, *Racist Culture* (Blackwell 1993); M Mac An Ghail, *Contemporary Racisms and Ethnicities* (Open University Press 1999); P Gilroy, *Between Camps* (Allen Lane 2000); P Gilroy, *There Ain't No Black in the Union Jack* (Hutchinson 1987); J Donald & A Rattansi (Eds), *Race, Culture and Difference* (Sage, 1992); J Solomos, *Race and Racism in Britain* (3rd edn), (Palgrave, 2003); P Hill Collins, *Black Feminist Thought* (Routledge 1991); CCCS, *The Empire Strikes Back* (Hutchinson 1982); B Hesse (Ed), *Un/Settled Multiculturalisms* (Zed 2000); H Goulbourne, *Race Relations in Britain since 1945* (Macmillan 1998); A Sharma, J Hutnyk & A Sharma (Eds), *Disorienting Rhythms* (Zed 1996); D T Goldberg (Ed), *Multiculturalism: A Critical Reader* (Blackwell 1994); T Modood & P Werbner (Eds), *The Politics of Multiculturalism in the New Europe* (Zed 1997).

Assessment: An assessed book review or critical analysis of the Holocaust exhibition (2,000 words) to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of LT (30%); a three-hour examination (70%) in the ST.

SO225 Half Unit

Sociology of Consumption

This information is for the 2004/05 session.

Teacher responsible: Dr Don Slater, Room S218a

Availability: Optional course for second and third year students on the Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: The course explores the various theoretical traditions that have contributed to producing the sociology of consumption, and attempts to situate consumption within modern social thought. This includes the investigation of the concepts such as 'consumer culture' and 'consumer society', and of fundamental social categories that have been closely interrelated with consumption such as choice, identity, needs and cultural reproduction. The course will also present case studies from selected areas of the sociology of consumption.

Content: Traditions of theorizing consumption and consumer society; consumption, identity and subjectivity; consumption and cultural reproduction; cultural consumption; postmodernity and late modernity; globalization, localization and cross-cultural consumption; case studies.

Teaching: 10 weekly lectures/seminars in MT.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: P Bourdieu, *Distinction*, 1984; J Entwistle, *The Fashioned Body*, 2000; Falk and Campbell *The Shopping Experience* 1997; M Featherstone, *Consumer Culture and Postmodernism*, 1991; T Frank, *One Market Under God*, 2000; J Gronow, & A Warde, *Ordinary Consumption*, 2001; A Haugerud, et al, *Commodities and Globalization*, 2000; P Jackson, et al, *Commercial Cultures: economies, practices, spaces*, 2000; S Lash & J Urry, *Economies of Signs and Space*, 1994; N Klein, *NoLogo*, 2001; M Lee, Ed, *The Consumer Society Reader*, 2000; D Miller, *Material Culture and Mass Consumption*, 1987; D Miller, Ed, *Acknowledging Consumption: A Review of New Studies*, 1995; G Ritzer, *The McDonaldization of Society*, 1993; D R Slater, *Consumer Culture and Modernity*, 1997.

Assessment: A formal two-hour unseen examination in the Summer Term (50%). A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, before 4.30pm on the first Friday of LT.

SO226 Half Unit

Culture & Economy

This information is for the 2004/05 session.

Teacher responsible: Dr Silvia Rief, S264

Availability: Optional course for second and third year students on the Bachelor's degrees in Sociology and other subjects where regulations permit.

Core syllabus: The course explores the relation between culture and economy within contemporary theory and contemporary social life. It focuses on the construction of the economy/culture division; critiques of this division within traditions of social thought in general and within the sociology of economic life in particular; and on contemporary attempts to think across the culture/economy divide.

Content: Traditions of theorizing the relation between culture and economy; the 'cultural turn' in economic sociology; commercial institutions and processes in contemporary economic life; the concept of market society in modern thought and critique; 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalization.

Teaching: 10 weekly lectures/seminars in the LT.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: M Callon, Ed, *The Laws of the Market*, 1998; J G Carrier, Ed, *Meanings of the Market: The Free Market in Western Culture*, 1997; P du Gay, Ed, *Production of Culture: Cultures of Production*, 1997; J K Gibson-Graham, *The End of Capitalism (as we knew it?): A Feminist Critique of*

Political Economy, 1996; M Granovetter & R Swedberg, Eds, *The Sociology of Economic Life*, 1992; R J Holton, *Economy and Society*, 1992; S Lash & J Urry *Economies of Signs and Space*, 1994; N Klein, *NoLogo*, 2001; L Ray & A Sayer, Eds, *Culture and Economy: After the Cultural Turn*, 1999; D Slater & F Tonkiss, *Market Society: Markets and Modern Social Thought*, 2001; V A Zelizer, *The Social Meaning of Money*, 1997.

Assessment: A formal two-hour examination in the Summer Term (50%). A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Wednesday of ST.

SO302

Sociological Project

This information is for the 2004/05 session.

Teacher responsible: Dr E A Weinberg, S266

Availability: A compulsory paper for Sociology students.

Core syllabus: The project is to be in the form of an essay on a sociological topic to be approved by the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.

Selection of topic: The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.

Arrangements for supervision: The Project Workshop, which meets formally during the first term, is convened by Dr Weinberg, who will also make herself available for individual consultations with students during the second term. Students should also consult their tutors. The role of the third year tutor is not to give detailed instruction, but to suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading; her suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The third year tutor should not help with planning or writing the essay in detail, but may read and comment critically on an outline or a draft section if the student submits one. Students must submit a final title to Dr Weinberg by the fifth week in the MT, of their third year in order for that title to be approved.

Assessment: The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. It must be submitted to the Sociology Administration Office, Room S219a, by 4.30pm on the second Friday of ST. Three copies of the essay should be submitted in typescript. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission.

SO303 Half Unit

Violence and Society: The Sociology of Conflict and War

This information is for the 2004/05 session.

Teacher responsible: Dr Claire Moon, S267

Availability: Optional third-year course in BSc Sociology. Second year students may be accepted onto the course with approval of their tutors and as permitted by the regulations for their degrees.

Core syllabus: This course investigates the subject of war and how it is produced by, and how it affects, aspects of modern society. The course interprets war as an activity that is conducted in the wider context of social relations, and contrasts with the way war is generally understood in international relations as a feature of relations between states. To this end, the course introduces and defines central concepts such as war, peace, conflict, and genocide, and gives an overview of the methodological debates surrounding the study of war from rational perspectives that emphasise individual agency, to perspectives that take in the wider social context of war. It enquires into the historical relationship of warfare to the development of the state, 'old' and 'new' forms of warfare, guerrilla warfare and terrorism, genocide, and the role of the media. In addition, it concentrates on questions of identity and war, particularly gender, ethnicity, race, and nationality. The course is illustrated throughout by recourse to a variety of mainly recent cases including South Africa, Guatemala, El Salvador, the wars and genocides in the former-Yugoslavia and Rwanda, and Palestine/Israel amongst others.

Content: Definitions: war, peace, conflict, genocide; methodological approaches to warfare; 'old wars'; war and the state; guerrilla warfare and terrorism; 'new wars'; genocide; identity and war; nationalism, ethnicity, race; gendering war; media representations of war.

Teaching: 10 weekly lectures and 10 seminars in the LT.

Written work: One assessed essay of 2,500 words to be submitted at

the end of the course.

Reading list: A detailed reading list will be available at the first lecture, but for general preparatory reading students might wish to consult the following: Anthony Giddens, *The Nation-State and Violence* (Polity, 1985); Martin Shaw, *War and Genocide* (Polity, 2003).

Assessment: One 2,500 word essay to be handed in to the Sociology Administration Office before 4.30pm on the first Wednesday of ST and one two-hour unseen examination. Two questions must be answered.

ST102

Elementary Statistical Theory

This information is for the 2004/05 session.

Teacher responsible: Mr D W Balmer, B604

Availability: Primarily for BA/BSc students, BSc Actuarial Science.

Pre-requisites: A-level Mathematics or equivalent. No previous knowledge of statistics assumed.

Core syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the MINITAB statistical package.

Content: Descriptive statistics including some exploratory data analysis. Probability and distribution theory. Ideas of statistical inference. Estimation and hypothesis testing. Statistical methods, regression, correlation, analysis of variance.

Teaching: Lectures ST102: 20 MT, 20 LT, four ST.

Example Workshops: 9 MT, 10 LT, four ST.

Classes ST102.A: eight MT, 10 LT, three ST.

Help Sessions: six MT, 10 LT, three ST.

Written work: Students will be given weekly exercises on which they are to work and then are handed in to class teachers for marking and advice. The exercise material will form the basis of the workshops and classes.

Reading list: Purchase of a main textbook should be delayed until after the first lecture. D A Berry & B W Lindgren, *Statistics: Theory and Methods*, P Newbold, *Statistics for Business and Economics*, 2nd/3rd edn.

Assessment: Three-hour written examination in the ST.

ST103

Statistical Methods for Social Research

This information is for the 2004/05 session.

Teacher responsible: Dr B Blight, B615

Availability: Primarily for 1st Year BSc Sociology students. Also available as an outside option. Cannot be taken with ST102 Elementary Statistical Theory or ST106 Introductory Quantitative Methods (Statistics)

Core syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Content: The place of statistics in the social sciences. Descriptive statistics: levels of measurement. The summarization and presentation of data using graphic methods. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. The sampling distributions of proportions and means estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means.

Teaching: Lectures ST103: 10 MT, 20 LT, four ST.

Classes ST103.A: nine MT, 10 LT and five ST.

Written work: Written answers to set exercises are expected weekly. The exercise marks form part of the course assessment.

Reading list: Each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Assessment: Exercise assessment (30%); three-hour open-book examination in the ST (70%).

ST106 Half Unit

Introductory Quantitative Methods (Statistics)

This information is for the 2004/05 session.

Teacher responsible: Dr B Blight, B615

Availability: This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus.

Core syllabus: The elementary quantitative skills in statistics. An introduction to the basic ideas and formulations of statistics with some applications of quantitative methods for management.

Content: The nature of statistics. Descriptive statistics. Probability. Probability distributions, for discrete and continuous random variables. Sampling distributions. Point estimation. Confidence intervals. Hypothesis testing. Simple regression.

Teaching: Lectures ST106: 10 MT, 10 LT, three ST.

Classes ST106.A: four MT, five LT, one ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Reading list: Handout material will be distributed to accompany the

lectures but this can be supplemented with additional background reading. Readings from P Newbold, *Statistics for Business and Economics* and R J Wonnacott & T H Wonnacott, *Introductory Statistics* will be recommended.

Assessment: Two-hour written examination in the ST.

ST107 Half Unit

Quantitative Methods (Statistics)

This information is for the 2004/05 session.

Teacher responsible: Dr B Blight, B615

Availability: Accessible to students who have performed well at a slightly lower level and are proficient in basic calculus.

Pre-requisites: A-level Mathematics or equivalent.

Core syllabus: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems.

Content: An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The binomial and normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests, power.

Correlation and Regression. Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y.

Teaching: Lectures ST107: 10 MT, 10 LT, two ST.

Classes ST107.A: four MT, five LT, one ST fortnightly.

Written work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Reading list: Handout material will be distributed to accompany the lectures but this can be supplemented with additional background reading. Readings from P Newbold, *Statistics for Business and Economics* and R J Wonnacott & T H Wonnacott, *Introductory Statistics* will be recommended.

Assessment: Two-hour written examination in the ST.

ST201 Half Unit

Statistical Models and Data Analysis

This information is for the 2004/05 session.

Teacher responsible: Mr Nicholas Cron, B710 and Mrs Jane Galbraith, B615

Availability: Primarily for BSc Management students, also available to students who have studied statistics and mathematics to the level of MA107/ST107 Quantitative Methods. Not to be taken in conjunction with ST203 Statistics for Management Sciences (Full unit).

Core syllabus: A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers.

Content: Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Balanced and unbalanced factorial models with covariates. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.

Teaching: Linked to WebCT.

Lectures ST203.1: 20 LT.

Project Briefing Sessions: two LT.

Computer Workshops ST203.1: eight LT.

Written work: One assessed project.

Reading list: S Albright, W L Winston & C J Zappe, *Managerial Statistics*

Assessment: Two-hour formal written examination in the ST (80%).

Course work (20%).

ST202

Probability, Distribution Theory and Inference

This information is for the 2004/05 session.

Teacher responsible: Dr J Penzer, B610

Availability: Where regulations permit.

Pre-requisites: MA100 Mathematical Methods and ST102 Elementary Statistical Theory. Students who have not taken these courses should contact Dr Penzer.

Core syllabus: The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.

Content: Michaelmas term (Dr J Penzer). Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem. Poisson processes.

Lent term (Professor Q Yao): Functions of random variables. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching: Lectures: 20 MT, 20 LT.

Seminars: nine MT, 10 LT, one ST

Written work: Four term-time tests will measure students progress.

Reading list: G C Casella & R L Berger, *Statistical Inference*; R Bartoszyński & M Niewiadomska-Bugaj, *Probability and Statistical Inference*; H J Larson, *Introduction to Probability Theory and Statistical Inference*; R V Hogg & E A Tanis, *Probability and Statistical Inference*.
Assessment: Three-hour written examination in the ST.

ST203

Statistics for Management Sciences

This information is for the 2004/05 session.

Teachers responsible: Mr Nicholas Cron, B710 and Mrs J I Galbraith, B615

Availability: Primarily for BSc Management Sciences, BSc Management. Not to be taken with: ST201 **Statistical Models and Data Analysis**, or ST205 **Sample Surveys and Experiments**

Pre-requisites: Mathematics and statistics to the level of MA107/ST107 **Quantitative Methods**.

Core syllabus: A second course in statistics encompassing a wide range of practical issues from the design of surveys and data collection to building models and making inferences. Computer packages used throughout.

Content: There are two lecture courses.

ST203.1: **Statistical Models and Data Analysis** (Mr N Cron).

Statistical models. Estimation and testing. Simple linear regression.

Multiple regression. Balanced and unbalanced factorial models with covariates. Model selection and diagnostics. Time series models.

Smoothing and seasonal adjustment. Autocorrelation.

ST203.2: **Sample Surveys and Experiments** (Mrs J I Galbraith).

Observational and experimental data. Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design. Factorial experiments.

Teaching: Lectures ST203.1: 20 LT. Linked to WebCT

Project Briefing Session: two LT

Computer Workshops ST203.1: eight LT

Lectures ST203.2: 18 MT.

Classes ST203.2: nine MT.

Workshop (two-hour) ST203.2: one MT.

Written work: Two or more assessed projects.

Reading list: S Albright, W L Winston & C J Zappe, *Managerial Statistics*; R L Scheaffer, W Mendenhall & R L Ott (1996), *Elementary Survey Sampling*; F J Fowler Jr, *Survey Research Methods* (2002).

Assessment: Three-hour written examination in the ST (80%), course work (20%).

ST205 Half Unit

Sample Surveys and Experiments

This information is for the 2004/05 session.

Teacher responsible: Mrs J I Galbraith, B615

Availability: Primarily for BSc Business Mathematics and Statistics, also for students who have studied mathematics and statistics to the level of MA107/ST107 **Quantitative Methods**. Not to be taken with ST203 **Statistics for Management Sciences** (full unit).

Core syllabus: An introduction to the ideas of sample surveys and the design of experiments.

Content: Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data. Principles of experimental design. Factorial experiments.

Teaching: Lectures ST203.2: 20 MT.

Classes ST203.2: nine MT.

Workshop (two-hour) ST203.2: one MT.

Written work: One or more assessed projects.

Reading list: R L Scheaffer, W Mendenhall & R L Ott, *Elementary Survey Sampling* (1996); F J Fowler Jr, *Survey Research Methods* (2002).

Assessment: Two-hour written examination in the ST (80%), course work (20%).

ST218

Projects in Applied Statistics

This information is for the 2004/05 session.

Teacher responsible: Svetlana Kirillova

Availability: Primarily for BSc Business Mathematics and Statistics. 2nd year. BSc Actuarial Science students admitted by permission.

Pre-requisites: ST102 **Elementary Statistical Theory**

Core syllabus: Introduction to practical data analysis using computer statistical packages, primarily MINITAB.

Content: Tabulation, Graphical Presentation, Regression, Analysis of Variance.

ST218.1 **Regression with MINITAB** (Dr M Knott). This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics.

ST218.2 **Applied Statistics Project** (TBC). A project on a subject of interest to the student involving a critical investigation and collation of applied statistics.

Teaching: Lectures ST218.1: 20 MT computer sessions using MINITAB. Classes ST218.1: 10 MT.

Lectures ST218.2: 10 MT, one presentation day ST.

Written work: Three assessed reports.

Reading list: S Weisberg, *Applied Linear Regression*, 2nd edn; J Neter, M H Kutner, C J Nachtsheim & W Wasserman, *Applied Linear Regression Models*, 3rd edn; D C Montgomery, *Design and Analysis of Experiments*, 3rd edn.

Assessment: ST218.1: two reports on data analyses using MINITAB (50%); ST218.2: 5,000 word report submitted by Week three ST (50%).

ST226 Half Unit

Actuarial Investigations: Financial

This information is for the 2004/05 session.

Teacher responsible: Dr A Dassios, B606

Availability: Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics.

Pre-requisites: MA100 **Mathematical Methods**; ST102 **Elementary Statistical Theory**.

Core syllabus: The application of compound interest techniques to financial transactions.

Content: Time value of money using concepts of compound interest and discounting. Present and accumulated values of a stream of payments. Expressing possibly time-varying interest and discount rates in terms of different time periods. Compound interest functions. Equations of value. Discounted cash flow techniques, investment appraisal. Discounted payback periods. Analysis of simple compound interest rate problems. Valuing forward contracts. Arbitrage and forward contract pricing. Term structure of interest rates. Immunisation. Stochastic interest rate models.

Teaching: Lectures ST226: 20 MT.

Seminars: 10 MT.

Written work: Compulsory written answers to one set of problems.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; J J McCutcheon & W J Scott, *An Introduction to the Mathematics of Finance*, Heinemann; Institute of Actuaries, *Formulae and Tables for Actuarial Examinations*. Core reading notes obtainable from the Institute of Actuaries.

Assessment: Three-hour written examination in the ST.

ST227 Half Unit

Survival Models

This information is for the 2004/05 session.

Teacher responsible: Dr T Rheinlander, B609

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: Pre-requisites: MA100 **Mathematical Methods**, ST102 **Elementary Statistical Theory**.

Core syllabus: Survival models and an introduction to actuarial mathematics.

Content: Lifetime distributions, the concept of a survival model, censoring, multiple state models, exposed-to-risk, the census method, estimation procedures for the models described. Graduation, tests for graduation. Simple assurance and annuity contracts and calculating premiums and reserves.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; IA, *Formulae and Tables for Actuarial Examinations*; A S Macdonald & M R Hardy, IA *Core Reading 104*; R G Miller *et al*, *Survival Analysis*; J D Kalbfleisch & R L Prentice, *The Statistical Analysis of Failure Time Data*

Teaching: Lectures: 20 LT, two ST.

Seminars: 10 LT.

Written work: Compulsory written answers to one set of problems.

Assessment: Three-hour written examination in the ST.

ST300 Half Unit

Regression and Generalized Linear Models

This information is for the 2004/05 session.

Teacher responsible: Dr J Howard, B602

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: Pre-requisites: ST102 **Elementary Statistical Theory** and either ST202 **Probability, Distribution Theory and Inference** or ST218.1 **Projects in Applied Statistics**.

Core syllabus: A solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance.

Content: Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, regression diagnostics and generalised linear models. The use of a statistics package will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets.

Teaching: Lectures ST300: 10 MT, 10 LT.

Computer Workshops ST300.A: 10 MT, 10 LT.

Written work: Three assessed projects.

Reading list: D C Montgomery, E A Peck & G G Vining, *Introduction to Linear Regression Analysis*; D C Montgomery, *Design and Analysis of Experiments*; A J Dobson, *An Introduction to Generalised Linear Models*; P McCullagh & J A Nelder, *Generalized Linear Models*; A C Atkinson, *Plots, Transformations and Regression*; A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*.

Assessment: Two-hour written examination in the ST (70%); Assessed projects (30%).

ST302 Half Unit

Stochastic Processes

This information is for the 2004/05 session.

Teacher responsible: Dr T Rheinlander, B609

Availability: Primarily for BSc Actuarial Science and BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**. **Core syllabus:** An introduction to the theory and application of stochastic processes.

Content: Markov chains (discrete and continuous time); processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and some applications in finance. For more applications in finance students should take ST330 **Stochastic and Actuarial Methods in Finance**

Teaching: Lectures: 20 MT.

Seminars: 10 MT.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: S Karlin & H M Taylor, *A First Course in Stochastic Processes*; S Karlin & H M Taylor, *A Second Course in Stochastic Processes*; S Ross, *Stochastic Processes*; B Øksendal, *Stochastic Differential Equations*; Institute of Actuaries core reading notes.

Assessment: Three-hour written examination in the ST.

ST304 Half Unit

Time Series and Forecasting

This information is for the 2004/05 session.

Teacher responsible: Professor H Tong, B711

Availability: Primarily for BSc Actuarial Science; BSc Business Mathematics and Statistics, BSc Mathematics and Economics.

Pre-requisites: A good level of regression theory and distribution theory.

Core syllabus: The course introduces the student to the statistical analysis of time series data and simple models, both linear and nonlinear.

Content: Stationary stochastic processes, linear time series models, spectral analysis, forecasting.

Teaching: Lectures: 20 LT.

Seminars: 10 LT.

Computer Workshops: three LT (Weeks 6-8).

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: C Chatfield, *The Analysis of Time Series*, 5th edn; P J Brockwell & R A Davis, *Introduction to Time Series and Forecasting*

Assessment: Two-hour written examination in the ST.

ST305

Actuarial Mathematics: Life

This information is for the 2004/05 session.

Teacher responsible: Professor R Norberg, B601

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**, ST227 **Survival Models**.

Core syllabus: An introduction to actuarial work in life insurance, health care and pensions.

Content: Life contingency functions: multi-lives functions and select functions. Disability and long-term care contracts. Effects of inflation and expenses in various contracts; calculating premiums and reserves. Technique of discounted emerging costs. Asset shares; the relationship of the asset share to the retrospective reserve. Early termination of contracts. Guarantees and options. Heterogeneity and selection. Population projections. Computational techniques for disability insurance contracts. Profit testing. Multiple decrements and pension fund valuation factors.

Teaching: Lectures: 20 MT, 20 LT.

Seminars: 10 MT, 10 LT.

Written work: Compulsory written answers to one set of problems.

Reading list: R Norberg, *Basic Life Insurance Mathematics*; Institute of Actuaries core reading notes.

Assessment: Three-hour written examination in the ST.

ST306 Half Unit

Actuarial Mathematics: General

This information is for the 2004/05 session.

Teacher responsible: Dr A Dassios, B606

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**; ST302 **Stochastic Processes** should be taken in conjunction with this course.

Core syllabus: An introduction to actuarial work in non-life insurance.

Content: Elementary decision theory, Bayesian statistics. Loss distributions. Reinsurance. Short term insurance contracts: moments, moment generating functions and recursive procedures. Ruin theory. Credibility theory. Experience rating systems. Run-off triangles.

Teaching: Lectures: 20 LT.

Seminars: 10 LT.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: Notes are given out in the lectures. For additional reading students could look at Core Reading Notes - Subject 106, Institute of Actuaries.

Assessment: Three-hour examination in the ST.

ST307 Half Unit

Aspects of Market Research

This information is for the 2004/05 session.

Teacher responsible: Svetlana Kirillova

Availability: Primarily for BSc Management Science, BSc Management and BSc Business Mathematics and Statistics. Not to be taken in conjunction with ST327 **Market Research: An Integrated Approach**.

Pre-requisites: Pre-requisites: probability and statistics to the level of ST107 **Quantitative Methods**.

Core syllabus: The main ideas and applications of market research techniques.

Content: Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.

Teaching: Lectures: 15 MT.

Classes: nine MT, 2 LT, two Revision ST.

Written work: Two essay assignments.

Reading list: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*.

Assessment: Two-hour examination in the ST.

ST325 Half Unit

Simulation Modelling and Analysis

This information is for the 2004/05 session.

Teacher responsible: Mr D W Balmer, B604

Availability: Primarily for: BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: Pre-requisites: some elementary statistics and experience of computer packages programming assumed.

Core syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models. Most of the course will be concerned in its practical aspects with Discrete Event Simulation. In addition there will be some brief coverage of System Dynamics.

Content: Model formulation, diagramming techniques including activity cycle diagrams, computer systems for simulation modelling, random number generation, design of simulation experiments, variance reduction, analysis of output.

Teaching: Workshops: 20 MT & LT.

Written work: Assessed course work in the form of projects involving the development, implementation and analysis of simulation models.

Reading list: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*

Assessment: Course work (100%).

ST327

Market Research: An Integrated Approach

This information is for the 2004/05 session.

Teacher responsible: Svetlana Kirillova

Availability: Primarily for BSc Business Mathematics and Statistics.

Pre-requisites: Probability and statistics to the level of ST203 **Statistics for Management Sciences**. Not to be taken with ST307 **Aspects of Market Research**

Core syllabus: The main methods of data collection and analysis used in market and opinion research.

Content: ST327.1 **Research Methods:** Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data. ST327.2 **Case Studies:** Students use the information and techniques gained from ST327.1 to carry out a co-operative Marketing Case Study. Individual write up of the Case Study forms part of the assessment.

Teaching: Lectures: ST327.1 24 MT, two ST.
Lectures: ST327.2 10 two-hour case-study meetings LT.
Classes: ST327.1A 16 MT, LT and ST.

Written work: ST327.1: exercises and presentations. ST327.2: assessed presentation and case study project.

Reading list: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worcester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*; G Kalton, *Introduction to Survey Sampling*

Assessment: ST327.1: three-hour written examination in the ST (70%); ST327.2 course work (30%).

ST330**Stochastic and Actuarial Methods in Finance**

This information is for the 2004/05 session.

Teacher responsible: Dr Pauline Barrieu, B603

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre requisites: Pre-requisites: ST202 **Probability, Distribution Theory and Inference**; ST302 **Stochastic Processes** should be taken in conjunction with this course.

Core syllabus: Applications of stochastic processes and actuarial models in finance.

Content: Utility theory. Stochastic dominance and portfolio selection. Measures of investment risk. Mean-variance portfolio theory. Single and multifactor models. Asset liability modelling for actuaries. The Capital Asset Pricing Model. The efficient market hypothesis. Stochastic models for security prices and estimating their parameters. The term structure of interest rates: the Vasicek, the Cox-Ingersoll-Ross and other models. Option pricing: general framework in discrete and continuous time, the Black-Scholes analysis and numerical procedures (binomial models and Cox-Ross-Rubinstein models).

Teaching: Lectures ST330: 20 MT, 20 LT.

Seminars ST330.A: 10 MT, 10 LT.

Written work: Written answers to set problems will be expected on a weekly basis.

Reading list: N H Bingham & R Kiesel, *Risk Neutral Valuation*; J Hull, *Options, Futures & Other Derivatives*; R Jarrow & S Turnbull, *Derivative Securities*; D Luenberger, *Investment Science*; Institute of Actuaries core reading notes, Subject 109.

Assessment: Three-hour written examination in the ST.

ST331 Half Unit**Decision Theory and Bayesian Statistics**

This information is for the 2004/05 session.

Teachers responsible: Dr J Howards, B602 and Dr B Blight, B615

Availability: Primarily for BSc Business Mathematics and Statistics. This course must not be taken with OR304 **Decision Analysis**.

Pre requisites: Prerequisites: MA107 and ST107 **Quantitative Methods**.

Core syllabus: The fundamentals of the theory of decision analysis and its use in Bayesian statistics.

Content: Topics covered are the foundations of decision theory and Bayesian statistical methods with applications.

ST331.1 **Fundamentals of Decision Theory** (Dr J Howard). The normative theory of subjective probability and expected utility.

ST331.2 **Bayesian Statistical Methods** (Dr B Blight). General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

Teaching: Lectures ST331.1: 10 MT.

Classes ST331.1A: five MT.

Lectures ST331.2: 10 LT.

Classes ST331.2A: five LT.

Written work: Written answers to set problems will be expected fortnightly.

Reading list: ST331.1: S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S R Watson & D M Buede, *Decision Synthesis: The Principle and Practice of Decision Analysis*; J T Buchanan, *Discrete and Dynamic Analysis*; D V Lindley, *Making Decisions*; H Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*; R Clement, *Making Hard Decisions*.

ST331.2: P M Lee, *Bayesian Statistics: An Introduction*

Assessment: Two-hour written examination in the ST.

STOR**Orientation for Mathematics and Statistics Students**

This information is for the 2004/05 session.

Teachers responsible: Dr J van den Heuvel, B410, Dr A Dassios, B606 and Dr M Knott, B607

Availability: Compulsory for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Mathematics and Economics first year students.

Core syllabus: A series of seminars covering study skills and career development.

Content: Topics covered include: capitalising on your time at university; part-time and vacation work; completion of application forms and CVs; guest speakers to talk about financial and business careers. There will be meetings to advise on second year course choices in the LT.

Meetings: Up to 20 MT & LT.

DIPLOMA

The information contained in this section is relevant to all diploma programmes. This section should be read in conjunction with the General section, which contains information relevant to all programmes and levels of study.

Course guides can be found in the Undergraduate section (for courses with numbers ranging from 100 to 399) or in the Taught Masters section (for courses with numbers ranging from 400 to 499).

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Your Programme of Study	200
Regulations for Diplomas	201
Code of Good Practice for Taught Diploma Programmes: Teaching, Learning and Assessment	203
Diploma Programme Regulations	205
Course Guides*	

* For Course Guides please refer to Undergraduate or Taught Masters as appropriate.

YOUR PROGRAMME OF STUDY

Further details relating to each of the following areas, including procedural instructions, can be found on the Student Services Centre website at: www.lse.ac.uk/SSC

REGISTRATION

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

Diploma students

Each student is registered on a taught programme leading to a qualification (e.g. Diploma in Accounting and Finance). You must normally complete all programme requirements within, and attend the School for, the timeframe set out in your programme regulations (see the on-line School Calendar) or offer of admission.

New students

Registration takes place in a designated location throughout the week preceding the start of the Michaelmas Term, except for students taking pre-session courses in September. If for unavoidable reasons you are unable to register prior to the start of Term, late registration takes place in the Student Services Centre. Students will not normally be allowed to register after the last working day of October, largely because they will have missed a significant part of their programme of study. The records of any student who has not registered or re-registered by this deadline will be cancelled.

Continuing students

All students wishing to continue their studies from a previous academic session must re-register. Re-registration in the next year of study is usually dependent upon satisfying the progression rules (as outlined in your programme regulations) in the preceding year. If you have been given permission to interrupt your registration, you will normally be required to return within a year and be expected to sit examinations at the next possible opportunity.

LSE Card and Email Account

All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. A fee is charged to replace a lost or stolen card. Please note that your **LSE email** will be used for a variety of essential communications, including information on payment of your tuition fees. You should access and manage your LSE email account on a regular basis, as it will be assumed that you have opened and acted upon these communications.

CONDITIONS OF STUDY

Your signature on the form by which you accept a place at the School binds you to abide by all applicable School and University regulations, procedures, codes and policies as set out in the on-line School Calendar. Please read carefully the various regulations for students and, in particular, the *Code of Good Practice for Taught Diploma Programmes: Teaching, Learning and Assessment* which sets out the responsibilities of students. You are strongly advised to consult a member of the Student Services Centre staff on matters connected with the School and University regulations. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing (particularly if relating to your tuition fees). It remains your sole responsibility to pass on information about your personal circumstances directly to the Student Services Centre.

Withdrawal from the School

Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers or the Dean of Graduate Studies. If you decide not to continue with your programme and wish to leave in mid-session, you need to inform the Student Services Centre in writing. Although you do not have a right to a refund of any fees paid, the School will consider requests for tuition refunds on the basis of a 30-week year in respect of periods after the official termination of registration. Please note that **you will be liable for fees** up to and including the week the Student Services Centre receives written notification of your withdrawal.

Duration of contract and discipline

The contract between you and the School ends on the date of the main examination board for your degree programme, unless you formally withdraw from the School before taking your final examinations. You remain subject to the School's regulations until the end of the contract, but you are not expected to remain in attendance after term ends. If you have disciplinary proceedings pending after the end of the contract, the School reserves the right to withhold any award until the conclusion of the proceedings.

Studying abroad

If you need to study abroad as part of your programme of study, you should take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad.

Copyright

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

FINANCIAL MATTERS

You must complete a *Financial Undertaking Form* before registration, and pay fees either in full before the beginning of the session concerned or, by agreement of the School, in instalments as per published instructions.

Fees

The fees for each academic session appear on the School's website at: www.lse.ac.uk/fees. Fees cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. If you register for a course lasting more than a year, or you interrupt your studies and return to complete them later, the fees charged for subsequent years will be at the rate applicable for the academic year in question and **not** at the rate for the academic year in which you first registered.

Your status as a Home/EU or Overseas student for fee purposes is determined by the Graduate Admissions Office on the basis of information that you have provided. This status cannot normally be changed after you have registered.

If you owe money to the School or University, including charges for accommodation, the School may apply penalties or sanctions at its discretion.

Financial Assistance

Although the School distributes a significant amount of financial support (both loans and grants), prizes and awards to students, it is often a long and competitive process to secure such support. If you do not secure sufficient funds to register, you are strongly advised to consider the possibility of deferring entry to a subsequent academic session. Unfortunately, the School will not be able to offer hardship assistance to students who knowingly register under-funded. For information on sources of financial assistance, scholarships, studentships, prizes and awards you should visit the websites of both the Financial Support Office and Students' Union.

EXAMINATIONS

Examinations take place in the Summer Term and students are required to be in attendance at the School throughout the exam period and available until the end of Term. Registered candidates must sit all examinations at the School, except those relating to an intercollegiate course which would normally be sat at the institution delivering the teaching.

Special Exam Arrangements

Candidates with documented evidence of a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the **Adviser to Students with Disabilities & Dyslexia** as early as possible and **no later than the end of Lent Term**. Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

Registered candidates can only sit examinations overseas if they obtain exceptional permission from the Chair of the Graduate Studies Sub-Committee. Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre **no later than the end of February**.

An overseas examination fee is payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Deferring Examinations

School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer any or all of your examination, you will need to obtain written permission from your Supervisor, the Chair of the Board of Examiners for your diploma **and** the Chair of the Graduate Studies Sub-Committee **before** the end of the first week of the Summer term. You should note that permission to defer is only given in exceptional circumstances.

REGULATIONS FOR DIPLOMAS

General

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

Entrance qualifications

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

Programmes of study

6. Programmes shall be so organised as to fall into one or both of the following categories:
 - 6.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall be not less than one academic year, the examinations being completed by the end of that period;
 - 6.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
7. A student may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. The student will not normally be permitted to undertake the project work outside the School.
8. A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.
9. The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the respective director for the student's current diploma programme and for the programme into which he/she wishes to transfer.
10. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the programme regulations, other courses of equivalent value. Such permission will be given only on the recommendation of the programme director.

Entry to examinations

11. A candidate for the diploma will be deemed to have entered the examinations for the courses for which he/she is registered.
12. Notwithstanding an examination entry under Regulation 11, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
13. A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the Programme Director or departmental Convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request, the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the case of unforeseen and exceptional circumstances.
14. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt.
15. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
16. A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
17. No fee is payable for the first attempt at an examination.

Examinations and assessment

18. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give judgement on the validity and integrity of the assessment process and the standard of student attainment.
19. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
20. Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
21. Schemes of examination shall be prescribed in the individual programme regulations.
22. The examination for each written paper shall take place on one occasion each year.
23. An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year.

24. If an essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
25. In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
26. Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
27. The School may, in exceptional circumstances, permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.
28. The conduct of candidates in assessment is governed by the *Regulations on assessment offences and Plagiarism*

Late submission of coursework

29. Where a course includes coursework as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
30. If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners.
31. If a student misses the deadline for submission but believes he or she has had good reason which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension.
32. Extensions will normally only be granted where there is a good reason backed by supporting evidence (eg medical certificate). Any extension should be confirmed in writing to the student.
33. If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalties will apply:
Five marks out of 100 will be deducted for coursework submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the course work is submitted.

Re-examination

34. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her diploma may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only.
35. Re-examination will be at the next following examination except where the School has granted permission for a candidate to defer the examination until a subsequent year.
36. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
37. A candidate proposing to resit an examination shall be bound by all the Regulations applicable to the first sitting of the examination.
38. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
39. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time.

Illness

40. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may with the permission of the School, enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination.
41. A candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.
42. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 40 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

The award of a degree

43. Diplomas are awarded by the University in accordance with the Regulations
44. To be eligible for the award of a diploma a candidate must satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study. In special cases this period of two years may be extended by the School.
45. The examiners shall have the discretion to award a mark of merit or distinction to a candidate.

Notification of results

46. A list of candidates who have successfully completed their degree will be published by the School.
47. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination. Certification of the award of a diploma shall be subsequently despatched to each candidate who has been awarded a diploma.

Appeals against decisions of boards of examiners

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

SCHEDULE TO THE REGULATIONS FOR DIPLOMAS

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

Regulation	Powers exercisable by
2	Conveners of Department
3, 5, 7, 29, 44	The appropriate Programme Director
4, 39, 46, 47	Academic Registrar
9, 10, 13	Chair of the Graduate Studies Subcommittee
18	Academic Board on recommendation of Chair of the Graduate Studies Subcommittee
33, 40, 44	The appropriate board of examiners

CODE OF GOOD PRACTICE FOR TAUGHT DIPLOMA PROGRAMMES: TEACHING, LEARNING AND ASSESSMENT

Introduction

This Code sets out the general School practices for all taught diploma programmes. It sets out basic reciprocal obligations and responsibilities of staff and students. It should be read in conjunction with all other School policies, regulations, codes of practice and procedures as set out in the School's on-line Calendar. The expectation is that all programmes will meet the standards set out in the paragraphs below. This Code serves to inform students of what they may reasonably expect and to inform departments of what they are expected, at a minimum, to provide. Each department will provide a detailed statement of its provision under this Code, to be published in departmental handbooks and on departmental websites. These statements will provide a basis for monitoring the academic activity of departments through the Teaching, Learning and Assessment Committee and its internal reviews of teaching. The statements will also provide a basis for monitoring the pastoral provision of departments by the Student Affairs Committee.

Supervisory Arrangements

- 1.1 On joining the School each student is allocated a member of the academic staff in his or her department as a supervisor (known as 'personal tutor' in some departments).
- 1.2 Each department sets out in the relevant handbook its own detailed guidelines regarding the arrangements for supervision and the role of the supervisor. Among those responsibilities that a supervisor is normally expected to carry out are:
 - To provide students with academic guidance and feedback on the student's progress and performance and to discuss any academic problems they may experience
 - To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School
 - To implement the provisions outlined in Individual Student Support Agreements (ISSAs) for students with disabilities, in liaison with the School's Disability Office.
 - To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
 - To agree students' course choices
 - To inform the Programme Director and School of any students whose progress is not satisfactory
- 1.3 Each supervisor must have a good working knowledge of the structure and regulations of degree programmes in the department.
- 1.4 Each supervisor must have a good working knowledge of the various academic and pastoral support agencies within the School.
- 1.5 Each supervisor must publish regular periods of time when they are available to meet with their students.
- 1.6 If the relationship between a supervisor and student is unsatisfactory, the department must have in place an appropriate mechanism for arranging a change of supervisor.
- 1.7 A Programme Tutor is appointed for each taught diploma programme. The responsibilities of the Programme Tutor include:
 - Arranging to provide incoming students with detailed information on their respective programme, including up-to-date information on the availability of optional courses in the coming session via departmental web pages
 - Providing a departmental induction programme for new students, including information on the selection of options and arrangements for supervision
 - Monitoring the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities
 - Arranging regular termly meetings of a staff-student liaison committee
 - Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
 - Agreeing, where appropriate, a student's request for course choice outside the degree regulations.
 - Agreeing, where appropriate, a student's request for a degree transfer.

Teaching

- 2.1 The detailed requirements of each programme and course are provided in the on-line Calendar, in the relevant handbook and on departmental web pages. Students are obliged to complete all course requirements as specified in their degree regulations
- 2.2 Teaching at the diploma level will be a combination of lectures and classes or seminars. The teaching method used will largely be determined by the size of the programme and the nature of the subject covered in a particular paper/course.
- 2.3 Lectures are an important part of the teaching and learning experience. The structure and content of each course are set out in the on-line Course Guide. Lecturers must ensure that their teaching is consistent with this information.
- 2.4 Lecturers are responsible for organising the class or seminar programmes for their courses and liaising with class or seminar chairs to ensure that the classes or seminars are properly coordinated with their lectures.
- 2.5 Classes or seminars are the core of teaching and learning experience at the diploma level. The nature and format of classes or seminars may vary depending on the subject material of the course and will be detailed in the course syllabus.
- 2.6 Classes or seminars will normally give students the opportunity to participate in a discussion of material relevant to the course. The nature and format of these discussions will vary according to the subject matter of the course.
- 2.7 Lectures and classes start at five minutes past the hour and end at five minutes to the hour. Staff and students should make every effort to start and finish on time.
- 2.8 Formative coursework is an essential part of the teaching and learning experience at the School. It should be introduced at an early stage of a course and normally before the submission of assessed coursework. Students will normally be given the opportunity to produce essays, problem sets or other forms of written work. The number of these pieces of work for each course will be detailed in the on-line Course Guide.
- 2.9 Feedback on formative course work is an essential part of the teaching and learning experience at the School. Class teachers, seminar chairs and/or the course lecturer must mark formative course work and return it with constructive comments to students normally within two weeks of submission.
- 2.10 Class teachers or seminar chairs should inform a student's Programme Tutor if he or she is not making satisfactory progress.
- 2.11 All full-time members of staff and part-time and occasional teachers must have regular weekly office hours during term-time when they are available to students to discuss issues relating to the courses they are teaching. These hours should be displayed outside their offices.

Responsibilities of the Student

- 3.1 Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term time must first obtain the consent of their supervisor. Students away through illness must inform their supervisor and seminar chairs and, where the absence is for more than a fortnight, the Student Services Centre.
- 3.2 Students with disabilities which may impact on their studies should contact the Adviser to Students with Disabilities and /or Dyslexia in good time to negotiate reasonable adjustments which will be set out in an Individual Student Support Agreement. They must also agree to the extent to which this information will be shared within the School. If the School is not informed about a disability in good time, it may not be able to make the appropriate reasonable adjustments.
- 3.3 Students must maintain regular contact with their supervisor to discuss relevant academic and pastoral care issues affecting their course of study. These should include:
 - Guidance at the start of the session regarding course choice
 - Discussion of academic progress
- 3.4 These discussions should take place through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.

- 3.5 Students are expected to regularly attend and participate in seminars.
- 3.6 Students must submit all required course work, whether assessed or non-assessed, on time. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line *Calendar*.
- 3.7 Students should ensure the accuracy of the information regarding their course of study, including their optional papers. All changes in course choices must be communicated to the Student Services Centre. Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.
- 3.8 Students must communicate changes of term time and home addresses to the Student Services Centre via LSEforYou as soon as they occur.
- 3.9 Students must pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and/or the withholding of transcripts and/or degree award certificate.
- 3.10 Students who decide to interrupt their studies or withdraw from the School must inform their supervisor, the Programme Tutor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Examination and Assessment

- 4.1 Students must complete all elements of assessed work for each course. Methods of examination and assessment for each course are detailed in the on-line Course Guide. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line *Calendar*.
- 4.2 Students must be given clear advance warning of any new or approved changes to examination format. When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new and, there are no previous papers, a full sample paper should be produced.
- 4.3 School policy does not require individual feedback on summative assessment. Where feedback on summative assessed coursework (but not examinations) is provided, the nature and extent of such feedback will be detailed in the relevant handbook.
- 4.4 Any student who requires special examination arrangements must contact the Adviser to Students with Disabilities and /or Dyslexia so that reasonable adjustments can be made. Applications for special exam arrangements should normally be made no later than 7 weeks before the date of the student's first examination.
- 4.5 Any mitigating circumstances in the period preceding or during the examinations that may affect a student's attendance at, or performance in, examinations must be communicated in writing to the Student Services Centre with all relevant supporting documentation, such as medical certificates, not later than 7 days after her / his last exam.

¹ For the purposes of this Code, the term 'Department' comprises both Departments and Institutes.

Diploma Programme Regulations

Key to Diploma Regulations

(H) means a half-unit course
(n/a 04/05) means not available in the 2004/05 academic year

War (H)
ST103 Statistical Methods for Social Research

Diploma in Accounting and Finance

Students must take four courses as shown.

Paper	Course number and title
1	AC212 Principles of Finance
2	AC211 Managerial Accounting or AC330 Financial Accounting or AC490 Financial Reporting and Management: Management Accounting and Control (H) and AC491 Financial Reporting (H)
3 & 4	Two of the following: AC211 Managerial Accounting or AC330 Financial Accounting and Analysis (if not already selected under paper 2 above) AC340 Auditing, Governance and Risk Management One of the following: EC201 Microeconomic Principles I EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC313 Industrial Economics EC220 Introduction to Econometrics and Economic Statistics MA107 Quantitative Methods (Mathematics) and ST107 Quantitative Methods (Statistics) or OR201 Operational Research for Management LL209 Commercial Law ID200 Organisational Theory and Behaviour EH240 British Business and Contemporary Economic Performance Any other course with the approval of the Programme Director §

Notes

§ means by special permission only.

Diploma in Housing

Award of the Diploma is dependent upon successful completion of the MSc Housing and Regeneration or MSc International Housing and Social Change. Students must take:

- SA433 Management Studies
- SA441 Planning Studies (if student does not take SA436 at MSc level)
- SA401 Building Studies
- SA462 Welfare Rights
- SA443 Race and Housing

LSE helps to arrange two voluntary work placements in the UK for students not working in housing.

Diploma in Sociology

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

Paper	Course number and title
1	SO221 Issues and Methods of Social Research
2	Either SO201 Sociological Theory or SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
3 & 4	Two of the following: SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology SO202 The Social Analysis of Russia and the CIS SO203 Political Sociology SO208 Gender and Society SO210 Crime, Deviance and Control SO211 Sociology of Health and Medicine SO212 Work, Management and Globalisation SO215 Evolution and Social Behaviour SO220 Citizenship and Migration SO222 Aspects of British Society SO223 Sociology of Religion SO224 The Sociology of Race and Ethnicity SO225 Sociology of Consumption (H) SO226 Culture and Economy (H) SO303 Violence and Society: The Sociology of Conflict and

TAUGHT MASTERS

The information contained in this section is relevant to all taught masters programmes. This section should be read in conjunction with the General section, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Your Programme of Study	208
Regulations for MA and MSc Degrees	209
Scheme for the Award of a Taught Masters Degree	211
Scheme for the Award of a Taught Masters Degree including Half-Unit Options	212
Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment	214
Taught Masters Programme Regulations	217
Taught Masters Course Guides	245

YOUR PROGRAMME OF STUDY

Further details relating to each of the following areas, including procedural instructions, can be found on the Student Services Centre website at: www.lse.ac.uk/SSC

Registration

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

Master's students

Each student is registered on a taught programme leading to a qualification (eg MSc in Economics). You must normally complete all programme requirements within, and attend the School for, the timeframe set out in your programme regulations (see the on-line *School Calendar*) or offer of admission.

Visiting Research Students

Each student is registered on a taught programme involving study at the School for a set period as specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. You may be allowed to take examinations on an informal basis: they will be marked and the results made available to you in the form of a transcript of your studies but cannot count towards a degree at the School.

New students

Registration takes place in a designated location throughout the week preceding the start of the Michaelmas Term, except for students taking pre-session courses in September. If for unavoidable reasons you are unable to register prior to the start of Term, late registration takes place in the Student Services Centre. Students will not normally be allowed to register after the last working day of October, largely because they will have missed a significant part of their programme of study. The records of any student who has not registered or re-registered by this deadline will be cancelled.

Continuing students

All students wishing to continue their studies from a previous academic session must re-register. Re-registration in the next year of study is usually dependent upon satisfying the progression rules (as outlined in your programme regulations) in the preceding year. If you have been given permission to interrupt your registration, you will normally be required to return within a year and be expected to sit examinations at the next possible opportunity.

LSE Card and Email Account

All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. A fee is charged to replace a lost or stolen card. Please note that your LSE email will be used for a variety of essential communications, including information on payment of your tuition fees. You should access and manage your LSE email account on a regular basis, as it will be assumed that you have opened and acted upon these communications.

Conditions of Study

Your signature on the form by which you accept a place at the School binds you to abide by all applicable School and University regulations, procedures, codes and policies as set out in the on-line *School Calendar*. Please read carefully the various regulations for students and, in particular, the *Codes of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment* which sets out the responsibilities of students.

You are strongly advised to consult a member of the Student Services Centre staff on matters connected with the School and University regulations. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing (particularly if relating to your tuition fees). It remains your sole responsibility to pass on information about your personal circumstances directly to the Student Services Centre.

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Financial Matters

You must complete a *Financial Undertaking Form* before registration, and pay fees either in full before the beginning of the session concerned or, by agreement of the School, in instalments as per published instructions.

Fees

The fees for each academic session appear on the School's website at: www.lse.ac.uk/fees. Fees cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. If you register for a course lasting more than a year, or you interrupt your studies and return to complete them later, the fees charged for subsequent years will be at the rate applicable for the academic year in question and **not** at the rate for the academic year in which you first registered.

Your status as a Home/EU or Overseas student for fee purposes is determined by the Graduate Admissions Office on the basis of information that you have provided. This status cannot normally be changed after you have registered.

If you owe money to the School or University, including charges for accommodation, the School may apply penalties or sanctions at its discretion.

Financial Assistance

Although the School distributes a significant amount of financial support (both loans and grants), prizes and awards to students, it is often a long and competitive process to secure such support. If you do not secure sufficient funds to register, you are strongly advised to consider the possibility of deferring

entry to a subsequent academic session. Unfortunately, the School will not be able to offer hardship assistance to students who knowingly register underfunded.

For information on sources of financial assistance, scholarships, studentships, prizes and awards you should visit the websites of both the Financial Support Office and Students' Union.

Examinations

Examinations take place in the Summer term and students are required to be in attendance at the School throughout the exam period and available until the end of Term. Registered candidates must sit all examinations at the School, except those relating to an intercollegiate course which would normally be sat at the institution delivering the teaching.

Special Exam Arrangements

Candidates with documented evidence of a long-term physical, medical and/or psychological condition may apply for special examination arrangements. Candidates should contact the **Adviser to Students with Disabilities & Dyslexia** as early as possible and *no later than* the end of Lent term.

Late applications for special arrangements will only be considered if you experience sudden injury or illness. Such applications should be made at the Student Services Centre.

Examinations Overseas

Registered candidates can only sit examinations overseas if they obtain exceptional permission from the Chair of the Graduate Studies Sub-Committee. Unregistered re-sit candidates may apply to sit examinations overseas at an approved overseas centre by writing to the Student Services Centre *no later than* the end of February.

An overseas examination fee is payable by all candidates allowed to take examinations overseas in addition to any re-sit fee. Late applications may be subject to an additional fee.

Please note, where satisfactory arrangements cannot be made at an overseas location, candidates will be required to sit their examinations at the School.

Deferring Examinations

School regulations normally require candidates to sit all examinations in the academic session in which the courses were first studied. If you wish to defer any or all of your examination, you will need to obtain written permission from your Supervisor, the Chair of the Board of Examiners for your degree and the Chair of the Graduate Studies Sub-Committee *before* the end of the first week of the Summer term. You should note that permission to defer is only given in exceptional circumstances.

REGULATIONS FOR MA AND MSC DEGREES

General

- These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts, Master of Laws, Master of Research or Master of Science at the School and to those having registered for any part of such a programme. These regulations are made subject to the General Academic Regulations of the School.

Entrance qualifications

- The normal minimum entrance qualification for registration for a Masters degree is
 - a Second Class Honours degree of a UK university or of the CNAAB, or a qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or an educational institution of university rank), in a subject appropriate to that of the course to be followed, or a qualification of an equivalent standard appropriate to the course to be followed; or
 - a professional or other qualification obtained by written examination and approved by the School.
- An applicant for admission possessing a professional or other qualification obtained by written examination may be required by the School to pursue the programme for the period of at least one year longer than the minimum period prescribed in the individual programme regulations and/or the School may prescribe a qualifying examination for such a candidate.
- An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
- The School may prescribe English language and/or other tests as conditions of admission.
- Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
- The School may exceptionally exempt a student from part of a programme on the basis of previous study at another institution and may exempt such a student additionally from part of the examinations prescribed for the degree.
- When considering an application under Regulation 7 the School shall consider *inter alia*
 - the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme.

Programmes of study

- Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories:
 - a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be not less than one calendar year, the examinations being completed by the end of that period;
 - a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at a later stage the School may require individual students to pursue the programme for a period longer than the minimum period prescribed in the regulations. The School shall determine, subject to the provisions of the individual programme regulations, the method by which the student is examined.
- Where a student is pursuing a programme extending over not less than one calendar year he/she may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. A student pursuing a programme extending over a minimum of one academic year will not be permitted to undertake the project work outside the School unless permitted by the individual programme regulations.
- A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.
- The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the respective director for the student's current degree programme and for the programme into which he/she wishes to transfer.
- In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the programme regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the programme director.

Entry to examinations

- A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered.
- Notwithstanding an examination entry under Regulation 15, no candidate shall be eligible to sit the examination in a course unless having

- satisfactorily attended that course in that year of study and having completed the work required in that course.
17. A candidate wishing to defer sitting one or more examinations must first obtain the support of his or her supervisor. Where the supervisor is not willing to support the request the candidate may appeal to the programme director or departmental Convener as appropriate. The candidate must then seek the approval of the Chair of the appropriate board of examiners. If the Chair supports the request, the Chair shall put the case to the School for approval. Permission must be sought no later than Friday of the first week of the Summer term except in the case of unforeseen and exceptional circumstances.
 18. Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt.
 19. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
 20. A candidate will be examined in each course, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed except as provided in paragraph 5.2 in the Scheme for the Award of a Taught Masters Degree.
 21. No fee is payable for the first attempt at an examination.

Examinations and Assessment

22. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment.
23. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
24. Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
25. Schemes of examination shall be prescribed in the individual programme regulations and unless indicated otherwise shall include the submission of a significant piece of individual work in the form of an essay, report or dissertation which may be based on a project or fieldwork.
26. The examination for each written paper shall take place on one occasion each year.
27. An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year and the date for submission will be specified in the programme regulations.
28. Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
29. If the essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to resubmit a revised version within one month.
30. In exceptional circumstances examiners shall have discretion to require a candidate to be examined orally in one or more components of his or her examination.
31. The School may, in exceptional circumstances, permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.
32. The conduct of candidates in assessment is governed by the *Regulations on assessment offences and Plagiarism*.

Late submission of coursework

33. Where a course includes course-work as part of its assessment, all students must be given clear written instructions on what is required and the deadline for its submission.
34. If a student believes that he or she has good cause not to meet the deadline (eg illness) he or she should first discuss the matter with the course teacher and seek a formal extension from the chair of the board of examiners.
35. If a student misses the deadline for submission but believes he or she has had good cause which could not have been alerted in advance he or she should first discuss the matter with the course teacher and seek a formal extension.
36. Extensions will normally only be granted where there is a good reason backed by supporting evidence (eg medical certificate). Any extension should be confirmed in writing to the student.
37. If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalty will apply:
Five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the course work is submitted.

Re-examination

38. If a candidate who has been examined in all elements of an examination or of part of an examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-examination be exempt from one or more of the following:
 - (i) one or more of the written papers;
 - (ii) essay/report/dissertation;
 - (iii) assessment of coursework;
 - (iv) practical examinations;
 - (v) oral examination.
39. A candidate who does not at his/her first attempt successfully complete the examination or part of the examination for which he/she has entered and who has not been given an overall pass at any level in his or her degree may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer the examination until a subsequent year.
40. A candidate proposing to re-sit an examination when not registered for the course concerned shall enter for that examination by the means prescribed from time to time by the Academic Registrar.
41. A candidate proposing to re-sit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination.
42. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
43. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time.

Illness

44. A candidate who, owing to illness, the death of a near relative or other cause judged sufficient by the School on the recommendation of the board of examiners, is prevented from completing at the normal time the examination or part of the examination for which he/she has entered may, with the permission of the School, enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination.
45. A candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.
46. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 44 the candidate shall submit the application with medical certification or other supporting evidence to the Student Services Centre within seven days of the last day of the written examinations or for the submission of the essay/report/dissertation.

The award of a degree

47. Degrees are awarded by the University in accordance with the Regulations.
48. To be eligible for the award of a degree a candidate must have satisfied the examiners in the examinations prescribed for the programme on completion of each course. In special cases the School may allow later examination.
49. The examiners shall have the discretion to award a mark of merit or distinction to a candidate.

Notification of results

50. A list of candidates who have successfully completed their degree will be published by the School.
51. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination.
52. A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree. The certificate will state the title of the degree awarded.

Appeals against decisions of boards of examiners

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

Schedule to the Regulations for MA and MSc Degrees

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

Regulation	Powers exercisable by
2.2	Convener of Department
3, 5, 7, 10, 11, 33	The appropriate Programme Director
6, 43, 50, 51	Academic Registrar
13, 14, 17	Chair of the Graduate Studies Subcommittee
22	Academic Board on recommendation of Chair of the Graduate Studies Subcommittee
37, 44, 48	The appropriate board of examiners

The School has approved the following schemes for the Taught Masters Degrees

Departments and Institutes should specify which scheme is being used for each degree. They should also indicate the passmark used for each course. They should also indicate if there are any papers where either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed. Departments can apply to the Teaching Learning and Assessment Committee to depart from these standard schemes. Where such approvals have been given, Departments and Institutes should indicate this.

SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE

This scheme should be read in conjunction with the General Regulations for Students and the regulations for the degree on which the student is registered.

1. Responsibilities of Board of Examiners

- 1.1 The Graduate School Committee shall have the authority to approve variations to the standard template for the award of degrees for masters students, as recommended by departments.
- 1.2 Each item of assessment shall be the responsibility of a board of examiners, which shall include at least one external examiner competent to judge the students concerned. The board shall determine the marks and grades in each item of assessment, irrespective of whether the student concerned is taking a programme within its area of competence. Where the student is being assessed for the award of a degree by another board, it shall promptly convey to that board the results that it has determined, in the form of marks and grades, once the paper has been marked by both internal and external examiners.
- 1.3 The decision as to the award of the degree shall be the responsibility of a board of examiners appointed for the programme on which the student is registered which shall include at least one external examiner competent to judge the students concerned. The board shall take into account all information properly presented to it and by the exercise of its academic judgement it shall determine the *overall result for the students registered on that programme*.

2. External examiners

No mark or grade should be assigned without the external examiner having been able to approve it, whether or not he or she attended a meeting of examiners.

3. Mark and Award level:

- 3.1 Each paper is given a result as follows:

0 - x	Bad Fail
x - 49%	Fail
50-59%	Pass
60-69%	Merit
70% and over	Distinction

x must be specified by the examination board responsible for the course.

- 3.2 Examiners of papers should mark work without reference to medical and/or extenuating circumstances, which will be considered by the board of examiners at the meeting where the award of degrees is considered.
- 3.3 Where one mark is at a borderline - that is, at 49, 59, or 69 - it shall be raised by the board of examiners by one mark where there is strength elsewhere. Where more than one mark is at a borderline mark, the examiners shall raise only one, the lower of the two.

4. Eligibility for Award of Degree

- 4.1 Candidates must have attempted and completed all elements of the assessments for courses as set out in the degree regulations. (An unauthorised absence does not count as completing the course but does count as an attempt in terms of the number of attempts at a paper).
- 4.2 A candidate will not be awarded a degree if s/he has failed one or more courses, subject to paragraph 8.5.2, or, in the judgement of the examiners, as a direct result of medical and/or extenuating circumstances.

5. Failure to Achieve an Award of Degree

- 5.1 If a student has not been awarded a degree and s/he has failed papers up to the value of two units, s/he shall normally be entitled to resit the failed units only (on one occasion) and at the next normal opportunity. Marks obtained at resit shall bear their normal value.
- 5.2 If a student has not been awarded a degree and s/he has failed papers to the value of more than two units, s/he shall normally be required to resit all papers again, including those passed, irrespective of the marks awarded in the papers. Marks obtained at resit shall bear their normal value.
- 5.3 If a student has passed papers on a resit attempt and has met the requirements for the award of a degree, s/he cannot be awarded a degree higher than a Pass degree.

6. Publication

The scheme adopted shall be published to students in the Calendar for the year concerned.

7. Appeals and offences

Appeals and assessment offences will be handled according to School Regulations.

8. Calculation of the Award of Degree

- 8.1 Where all marks are at a particular level - Distinction, Merit or Pass - then the overall result will be given at that level.
- 8.2 A particular paper can be designated by the examination board as critical to assessment. The examination board shall publish this in the School Calendar, as well as any special consideration of the award of degree in the following terms: either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed.
- 8.3 Half unit papers are paired and averaged for the purposes of award classification as follows: the two with the highest marks, then the two next highest, and so forth, until the pair with the lowest marks.
- 8.4 Award is calculated as follows:

- 8.4.1 For a Distinction:
four marks at Distinction level
or three marks at Distinction level and one mark at Merit level
or two marks at Distinction level and two marks at Merit level.
- 8.4.2 For a Merit:
four marks at Merit level
three marks at Distinction level and one mark at Pass level
two marks at Merit level and one mark at Pass level
two marks at Distinction level and two marks at Pass level
two marks at Distinction level, one mark at Merit level, and one mark at Pass level
one mark at Distinction level and three marks at Merit level
one mark at Distinction level, two marks at Merit level, and one mark at Pass level.
- 8.4.3 For a Pass:
four marks at Pass level
one mark at Merit level and three marks at Pass level
two marks at Merit level and two marks at Pass level
one mark at Distinction level and three marks at Pass level
one mark at Distinction level, one mark at Merit level, and two marks at Pass level.
- 8.5 The award for candidates with one fail mark should be calculated as follows:
8.5.1 One bad fail mark will result in an overall fail.
8.5.2 Where there was one fail (but not a bad fail), the fail would be compensated by a mark of 60% or over in at least one other paper and a Pass level for the degree would be awarded.
- 9. **General Proviso**
While the examiners shall have regard to these guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

Notes

¹ The term "paper" refers to any method of assessment and does not only include formal examinations

SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE INCLUDING HALF-UNIT OPTIONS

This scheme should be read in conjunction with the General Regulations for Students and the regulations for the degree on which the student is registered.

1. **Responsibilities of Board of Examiners**
 - 1.1 The Graduate School Committee shall have the authority to approve variations to the standard template for the award of degrees for masters students, as recommended by departments.
 - 1.2 Each item of assessment shall be the responsibility of a board of examiners, which shall include at least one external examiner competent to judge the students concerned. The board shall determine the marks and grades in each item of assessment, irrespective of whether the student concerned is taking a programme within its area of competence. Where the student is being assessed for the award of a degree by another board, it shall promptly convey to that board the results that it has determined, in the form of marks and grades, once the paper¹ has been marked by both internal and external examiners.
 - 1.3 The decision as to the award of the degree shall be the responsibility of a board of examiners appointed for the programme on which the student is registered which shall include at least one external examiner competent to judge the students concerned. The board shall take into account all information properly presented to it and by the exercise of its academic judgement it shall determine the overall result for the students registered on that programme.
2. **External examiners**
No mark or grade should be assigned without the external examiner having been able to approve it, whether or not he or she attended a meeting of examiners.
3. **Mark and Award level:**
 - 3.1 Each paper is given a result as follows:
0-x Bad Fail
x-49% Fail
50-59% Pass
60-69% Merit
70% and over Distinction
x must be specified by the examination board responsible for the course.
 - 3.2 Examiners of papers should mark work without reference to medical and/or extenuating circumstances, which will be considered by the board of examiners at the meeting where the award of degrees is considered.
 - 3.3 Where one mark is at a borderline - that is, at 49, 59, or 69 - it shall be raised by the board of examiners by one mark where there is strength elsewhere. Where more than one mark is at a borderline mark, the examiners shall raise only one, the lower of the two.
4. **Eligibility for Award of Degree**
 - 4.1 Candidates must have attempted and completed all elements of the assessments for courses as set out in the degree regulations. (An unauthorised absence does not count as completing the course but does count as an attempt in terms of the number of attempts at a paper).
 - 4.2 A candidate who has failed one half-unit course (which is not a Bad Fail) will be classified with the award of a Pass degree. A candidate who has failed two half-unit courses (neither of which are Bad Fails) will only be awarded a Pass degree if they have two other half-unit courses with marks of at least 60%. A candidate will be deemed as failing the degree if a fail is awarded in three or more half-unit courses, unless the fails have been condoned, in the judgement of the examiners, as a result of medical and/or extenuating circumstances.
5. **Failure to Achieve an Award of Degree**
 - 5.1 If a student has not been awarded a degree and s/he has failed papers up to the value of two units, s/he shall normally be entitled to resit the failed units only (on one occasion) and at the next normal opportunity. Marks obtained at resit shall bear their normal value.
 - 5.2 If a student has not been awarded a degree and s/he has failed papers to the value of more than two units, s/he shall normally be required to resit all papers again, including those passed, irrespective of the marks awarded in the papers. Marks obtained at resit shall bear their normal value.
 - 5.3 If a student has passed papers on a resit attempt and has met the requirements for the award of a degree, s/he cannot be awarded a degree higher than a Pass degree.
6. **Publication**
The scheme adopted shall be published to students in the Calendar for the year concerned.
7. **Appeals and offences**
Appeals and assessment offences will be handled according to School Regulations.
8. **Calculation of the Award of Degree**
 - 8.1 Where all marks are at a particular level - Distinction, Merit or Pass - then the overall result will be given at that level.
 - 8.2 A particular paper can be designated by the examination board as critical to assessment. The examination board shall publish this in the School

Calendar, as well as any special consideration of the award of degree in the following terms: either the class of the award cannot be higher than the result awarded in this paper, or an award of degree cannot be made unless the specified paper has been passed.

For degrees with eight half units

8.3 Subject to paragraph 8.2, award is calculated as follows (D - Distinction; M - Merit; P - Pass):

1	D	D	D	D	D	D	D	D	D
2	M	D	D	D	D	D	D	D	D
3	P	D	D	D	D	D	D	D	D
4	M	M	D	D	D	D	D	D	D
5	M	M	M	D	D	D	D	D	D
6	P	M	D	D	D	D	D	D	D
7	M	M	M	M	D	D	D	D	D
8	P	M	M	D	D	D	D	D	D
9	P	M	M	M	D	D	D	D	D
10	P	P	D	D	D	D	D	D	D/M
11	P	P	M	D	D	D	D	D	D/M
12	M	M	M	M	M	D	D	D	M
13	P	P	P	D	D	D	D	D	M
14	M	M	M	M	M	M	D	D	M
15	P	P	M	M	D	D	D	D	M
16	P	M	M	M	M	D	D	D	M
17	M	M	M	M	M	M	M	D	M
18	P	P	P	M	D	D	D	D	M
19	P	P	M	M	M	D	D	D	M
20	P	M	M	M	M	M	D	D	M
21	P	P	P	P	D	D	D	D	M
22	M	M	M	M	M	M	M	M	M
23	P	P	P	M	M	D	D	D	M
24	P	P	M	M	M	M	D	D	M
25	P	M	M	M	M	M	M	D	M
26	P	M	M	M	M	M	M	M	M
27	P	P	P	M	M	M	D	D	M
28	P	P	M	M	M	M	M	D	M
29	P	P	M	M	M	M	M	M	M
30	P	P	P	M	M	M	M	D	M
31	P	P	P	M	M	M	M	M	M
32	P	P	P	P	M	D	D	D	M/P
33	P	P	P	P	P	D	D	D	M/P
34	P	P	P	P	M	M	D	D	M/P
35	P	P	P	P	M	M	M	D	M/P
36	P	P	P	P	P	M	D	D	P
37	P	P	P	P	M	M	M	M	P
38	P	P	P	P	P	P	D	D	P
39	P	P	P	P	P	M	M	D	P
40	P	P	P	P	P	M	M	M	P
41	P	P	P	P	P	P	M	D	P
42	P	P	P	P	P	P	M	M	P
43	P	P	P	P	P	P	P	D	P
44	P	P	P	P	P	P	P	M	P
45	P	P	P	P	P	P	P	P	P

Where the award is shown as either one level or another, it is up to the examiners to determine which of the levels to allocate to the student depending on the marks obtained in each course.

For degrees with six half units and one full unit

8.4 The full-unit course will be treated as two half units and students will be classified as in 8.3 above.

For degrees with four half units and two full units:

8.5 Degrees with two full units and four half units will either classify as above, treating the full units as half units, or use the full-unit scheme by pairing the half units.

9. **General Proviso**

While the examiners shall have regard to these guidelines, they reserve the right to depart from them if, in their judgement, this would be equitable for any individual candidate or any group of candidates.

Notes

¹ The term "paper" refers to any method of assessment and does not only include formal examinations

CODE OF GOOD PRACTICE FOR TAUGHT MASTERS PROGRAMMES: TEACHING, LEARNING AND ASSESSMENT

Introduction

This Code sets out the general School practices for all taught graduate programmes (there is a separate code for research degree programmes). It sets out basic reciprocal obligations and responsibilities of staff and students. It should be read in conjunction with all other School policies, regulations, codes of practice and procedures as set out in the School's on-line Calendar. The expectation is that all programmes will meet the standards set out in the paragraphs below. This Code serves to inform students of what they may reasonably expect and to inform departments of what they are expected, at a minimum, to provide. Each department¹ will provide a detailed statement of its provision under this Code, to be published in departmental handbooks and on departmental websites. These statements will provide a basis for monitoring the academic activity of departments through the Teaching, Learning and Assessment Committee and its internal reviews of teaching. The statements will also provide a basis for monitoring the pastoral provision of departments by the Student Affairs Committee.

Supervisory Arrangements

- 1.1 On joining the School each student is allocated a member of the academic staff in his or her department as a supervisor (known as 'personal tutor' in some departments).
- 1.2 Each department sets out in the relevant handbook its own detailed guidelines regarding the arrangements for supervision and the role of the supervisor. Among those responsibilities that a supervisor is normally expected to carry out are:
 - To provide students with academic guidance and feedback on the student's progress and performance and to discuss any academic problems they may experience.
 - To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
 - To implement the provisions outlined in Individual Student Support Agreements (ISSAs) for students with disabilities, in liaison with the School's Disability Office.
 - To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
 - To agree students' course choices.
 - To inform the Programme Director and School of any students whose progress is not satisfactory.
- 1.3 Each supervisor must have a good working knowledge of the structure and regulations of degree programmes in the department.
- 1.4 Each supervisor must have a good working knowledge of the various academic and pastoral support agencies within the School.
- 1.5 Each supervisor must publish regular periods of time when they are available to meet with their students.
- 1.6 If the relationship between a supervisor and student is unsatisfactory, the department must have in place an appropriate mechanism for arranging a change of supervisor.
- 1.7 A Programme Director is appointed for each taught masters programme. The responsibilities of the Programme Director include:
 - Arranging to provide incoming students with detailed information on their respective programme, including up-to-date information on the availability of optional courses in the coming session via departmental web pages.
 - Providing a departmental induction programme for new students, including information on the selection of options and arrangements for supervision.
 - Monitoring the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities.
 - Arranging regular termly meetings of a staff-student liaison committee and the nomination of a representative to the School's taught postgraduate students' consultative forum.
 - Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
 - Agreeing, where appropriate, a student's request for course choice outside the degree regulations.
 - Agreeing, where appropriate, a student's request for a degree transfer.

Teaching

- 2.1 The detailed requirements of each programme and course are provided in the on-line Calendar, in the relevant handbook and on departmental web pages. Students are obliged to complete all course requirements as specified in their degree regulations.
- 2.2 Teaching at the postgraduate level will be a combination of lectures and seminars. The teaching method used will largely be determined by the size of the programme and the nature of the subject covered in a particular paper/course.
- 2.3 Lectures are an important part of the teaching and learning experience. The structure and content of each course are set out in the on-line Course Guide. Lecturers must ensure that their teaching is consistent with this information.
- 2.4 Lecturers are responsible for organising the seminar programmes for their courses and liaising with seminar chairs to ensure that the seminars they are properly coordinated with their lectures.
- 2.5 Seminars are the core of teaching and learning experience at the graduate level. The nature and format of seminars may vary depending on the subject material of the course and will be detailed in the course syllabus.
- 2.6 Seminars will normally give students the opportunity to participate in a discussion of material relevant to the course. The nature and format of these discussions will vary according to the subject matter of the course.
- 2.7 Lectures and seminars start at five minutes past the hour and end at five minutes to the hour. Staff and students should make every effort to start and finish on time.
- 2.8 Formative coursework is an essential part of the teaching and learning experience at the School. It should be introduced at an early stage of a course and normally before the submission of assessed coursework. Students will normally be given the opportunity to produce essays, problem sets or other forms of written work. The number of these pieces of work for each course will be detailed in the on-line Course Guide.
- 2.9 Feedback on formative course work is an essential part of the teaching and learning experience at the School. Seminar chairs and/or the course lecturer must mark formative course work and return it with constructive comments to students normally within two weeks of submission.
- 2.10 Seminar chairs should inform a student's Programme Director if he or she is not making satisfactory progress.
- 2.11 All full-time members of staff and part-time and occasional teachers must have regular weekly office hours during term-time when they are available to students to discuss issues relating to the courses they are teaching. These hours should be displayed outside their offices.

Responsibilities of the Student

- 3.1 Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term time must first obtain the consent of their supervisor. Students away through illness must inform their supervisor and seminar chairs and, where the absence is for more than a fortnight, the Student Services Centre.
- 3.2 Students with disabilities which may impact on their studies should contact the Adviser to Students with Disabilities and /or Dyslexia in good time to negotiate reasonable adjustments which will be set out in an Individual Student Support Agreement. They must also agree to the extent to which this information will be shared within the School. If the School is not informed about a disability in good time, it may not be able to make the appropriate reasonable adjustments.
- 3.3 Students must maintain regular contact with their supervisor to discuss relevant academic and pastoral care issues affecting their course of study. These should include:
 - Guidance at the start of the session regarding course choice

- Discussion of academic progress
 - Assistance, advice and guidance on the long essay/project/dissertation
- 3.4 These discussions should take place through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
 - 3.5 Students are expected to regularly attend and participate in seminars.
 - 3.6 Students must submit all required course work, whether assessed or non-assessed, on time. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line Calendar.
 - 3.7 Students should ensure the accuracy of the information regarding their course of study, including their optional papers. All changes in course choices must be communicated to the Student Services Centre. Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.
 - 3.8 Students must communicate changes of term time and home addresses to the Student Services Centre via LSEforYou as soon as they occur.
 - 3.9 Students must pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and/or the withholding of transcripts and/or degree award certificate.
 - 3.10 Students who decide to interrupt their studies or withdraw from the School must inform their supervisor, the Programme Director and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payments for the full session.

Examination and Assessment

- 4.1 Students must complete all elements of assessed work for each course. Methods of examination and assessment for each course are detailed in the on-line Course Guide. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's on-line Calendar.
- 4.2 Students must be given clear advance warning of any new or approved changes to examination format. When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should warn students and should produce sample questions for the new parts of the course. When the course is new and, there are no previous papers, a full sample paper should be produced.
- 4.3 School policy does not require individual feedback on summative assessment. Where feedback on summative assessed coursework (but not examinations) is provided, the nature and extent of such feedback will be detailed in the relevant handbook.
- 4.4 Any student who requires special examination arrangements must contact the Adviser to Students with Disabilities and /or Dyslexia so that reasonable adjustments can be made. Applications for special exam arrangements should normally be made **no later than 7 weeks** before the date of the student's first examination.
- 4.5 Any mitigating circumstances in the period preceding or during the examinations that may affect a student's attendance at, or performance in, examinations must be communicated in writing to the Student Services Centre with all relevant supporting documentation, such as medical certificates, **not later than 7 days** after her/his last.

Notes

¹ For the purposes of this Code, the term 'Department' comprises both Departments and Institutes.

Taught Masters Programme Regulations

Key to Taught Masters Regulations

(H) means a half-unit course
 (C) means this course is capped
 (n/a 04/05) means not available in the 2004/05 academic year
 (M) means Michaelmas Term
 (L) means Lent Term
 (S) means Summer Term

MSc Accounting and Finance

Academic-year programme but may be a full year depending on courses selected. Students must take courses to the value of four units as shown.

Paper	Course number and title
1	AC430 Corporate Finance and Asset Markets or another approved paper*
2	AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control
3 & 4	Students should select remaining papers to the value of two full units: AC402 Financial Risk Analysis (H) AC404 Forecasting Financial Time Series (H) AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2) AC420 Corporate Financial Reporting (if not taken under paper 2) AC421 Applied Corporate Finance (H) AC440 Corporate Finance Theory (H) (n/a 04/05) AC441 Derivatives (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) AC443 Asset Price Modelling (H) (n/a 04/05) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) (n/a 04/05) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) (n/a 04/05) AC470 International Financial Reporting (H) AC472 International Finance (H) AC499 Dissertation ID403 Organisational Theory and Behaviour Any other course *

Notes
 Students may elect to have their degree specialisation indicated on their degree certificate. Students who take both AC470 and AC472 as Paper 3 may choose to have *MSc Accounting and Finance: International Accounting and Finance* on their certificate. Students who take AC410 or AC420 as Paper 3 may choose to have *MSc Accounting and Finance: Accounting and Financial Management* on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose to have *MSc Accounting and Finance: Finance* on their certificate.
 * means by special permission only.

MSc Analysis, Design and Management of Information Systems

Full-year programme which is not available on a part-time basis. Students must take three compulsory courses and two optional courses and a dissertation as shown. Students will also be required to attend a skills course.

Paper	Course number and title
1	IS470 Information Systems (H)
2	IS471 Systems Development (H)
3	IS472 Information Systems Management (H)
4	One of the following: IS453 System Design in Context IS473 Interpretations of Information IS474 Innovation and Technology Management IS475 IT and Development IS476 Security in Information Systems for Organisations IS477 Interorganisational Information Systems
5	One of the following provided that the topic has not already been taken under 4 above: AC491 Financial Reporting and Management: Financial Reporting (H)

ID404 Introduction to Organisational Analysis (H)
 IS462 Aspects of Systems Design (H)
 IS481 Aspects of Information (H)
 IS482 Aspects of Innovation and Technology Management
 IS483 Aspects of IT and Development (H)
 IS484 Aspects of Security in Information Systems (H)
 IS485 Interorganizational Information Systems (H)
 IS486 Topics in Information Systems (H)
 IS489 Principles of Privacy and Data Protection (H)
 OR401 Techniques of Operational Research (H)
 OR411 Problem Structuring Methods (H)
 OR423 Topics in Decision Analysis (H)
 PS439 Science, Technology and Resistance *
 A course from another programme *
 IS499 Dissertation

6
 Notes

* means by special permission only.

MSc Anthropology and Development

Full-year programme. Students must take two compulsory courses and one full-unit or two half-unit optional courses and a dissertation as shown. Written papers will be taken in the summer term and the dissertation must be submitted in September.

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	DV400 Development: Theory, History and Policy
3	The equivalent of one full unit from the following: AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 The Anthropology of Economic Institutions and Social Transformation AN421 The Anthropology of Industrialisation and Industrial Life (H) AN424 The Anthropology of Melanesia (n/a 04/05) AN436 The Anthropology of Development (H) AN440 Anthropology and Civil Society, The State and Citizenship (n/a 04/05) DV407 Poverty (H) DV409 Economic Development Policy DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) DV420 Complex Emergencies (H) Any other full unit or combination of two half units offered by Anthropology or Development Studies, as approved
4	AN499/DV410 Dissertation

MSc Anthropology of Learning and Cognition

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	AN437 Anthropology of Learning and Cognition
2	AN404 Anthropology: Theory and Ethnography
3	AN402 Anthropology of Religion or AN405 Kinship, Sex and Gender
4	AN499 Dissertation

MSc Applicable Mathematics

Full-year programme. Students must take courses to the value of four full units.

Paper	Course number and title
1	MA407 Algorithms and Computation (H)
2	One from: MA402 Game Theory I (H)* MA408 Discrete Mathematics and Complexity (H)
3&4	Two from: MA401 Computational Learning Theory and Neural Networks (H) MA408 Discrete Mathematics and Complexity (H) (if not taken

under 2 above)

MA409 Continuous-Time Optimisation (H)
MA410 Information, Communication and Cryptography (H)
MA411 Probability and Measure (H)

5&6 Courses to the value of two half-units from:
AC402 Financial Risk Analysis (H)
AC442 Quantitative Methods for Finance and Risk Analysis (H)
EC411 Microeconomics for MSc Students
EC483 Advanced Microeconomic Theory
GV4A3 Social Choice Theory and Democracy (H)
OR401 Techniques of Operational Research (H)
OR403 Computer Modelling in Operational Research (H)
OR406 Mathematical Programming (H)
OR408 Combinatorial Optimisation (H)
ST409 Stochastic Processes (H)
ST418 Nonlinear Dynamics and the Analysis of Real Time Series (H)
ST422 Time Series (H)

Another half unit from the list 3&4 above, or any other paper with the approval of the Programme Director and the teacher responsible for the course.

MA498 Dissertation in Mathematics

7
Notes

* This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.

MA Area Studies

Academic or full-year programme depending on courses selected (either three courses and a dissertation or four courses).

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the written papers, which are usually taken in May/June. The dissertation is submitted in September.

Lecture/seminar lists and Course Guides for these degrees will mainly be found in the information on Masters degrees in the departments concerned.

The School cooperates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.

MSc Biomedicine, Bioscience and Society

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper	Course number and title
1	SO455 Key Issues in Biomedicine, Bioscience and Society
2 & 3	Courses to the value of two full units from the following: AN405 Kinship, Sex and Gender AN437 Anthropology of Learning and Cognition DV413 Environmental Change, Institutions and Development (H) DV415 Institutions and the Global Environment (H) EH411 Epidemics and Economic and Social History: From the Black Death to the Present * GI405 Rethinking the Sexual Body (H) GY420 Environmental Regulation GY456 Issues in Environmental Regulation (H) GY423 Environmental Evaluation of Economic Development GY444 Environmental Assessment in the Planning Process (H) GY434 Environmental Discourse (H) LL416 Regulating New Medical Technologies (n/a 04/05) LL465 Law and Social Theory LL462 Criminal Law, Criminology and Criminal Justice PH415 Philosophy and Public Policy PH405 Philosophy of the Social Sciences PH400 Philosophy of Science and Scientific Method SA447 Foundations of Health Policy (H) SA427 Pharmaceutical Economics and Policies (H) SO418 Genes and Society SO499 Dissertation

4
Notes * means subject to space and with the permission of the course teacher

MSc Cities, Space and Society

Full-year programme. Students must take the compulsory course, select optional courses to the value of two units and write and research a dissertation.

Paper	Course number and title
1	GY430 Contemporary Urbanism
2	Courses to the value of two units from the following: GY407 Managing Economic Development or GY409 Aspects

of Managing Economic Development (H) or GY413 Economic Development: Project Development and Evaluation (H)
GY411 Urbanisation in the South or GY431 Cities, People and Poverty in the South (H) or GY432 Cities, Culture and Politics in the South (H)
GY414 Gender, Space and Society or GY421 Gender and Development: Geographical Perspectives (H) or
GY422 Gender, Work and Urbanisation (H)
GY433 Planning for Sustainable Cities (H)
GY434 Discourse Approaches to Environmental Planning (H)
GY455 Economic Aspects of Project Appraisal (H)
SO442 Global Cities (H) (n/a 04/05)
SO443 Spatial Approaches to Urban Sociology (H)
A course from another programme *
GY499 Dissertation

3

Notes

* means by special permission only

MSc City Design and Social Science

Full-year programme. Students must take the City Design Studio course (one and a half units), the three compulsory half-unit courses, and optional courses to the value of one unit.

Paper	Course number and title
1	SO520 City Design Studio (1.5 units)
2	SO450 Foundations of Urban Studies (H) SO451 Urban Morphologies (H) SO452 Urban Infrastructure and Development (H)
3	One unit from the following: EC436 Economics of Urban and Regional Planning (H) EC437 Economic Aspects of Urban Change (H) GY410 Aspects of European Economic Development and Management (H) GY430 Contemporary Urbanism GY433 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA431 Housing Law (H) SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA479 The Development of Housing Policy (H) SO443 Spatial Approaches to Urban Sociology (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SO404 Sociology of Development (n/a 04/05) SO442 Global Cities (n/a 04/05) Any other course in the Department of Sociology, or other departments §, by agreement with the course tutor

Notes

§ means by special permission only.

MSc Comparative Politics

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. Alternatively, students may choose to apply for either of two streams (Empire or Latin America) for which individual regulations apply (see below).

Paper	Course number and title
1	GV467 Introduction to Comparative Politics (H) (M)
2	GV4M3/GV4M4 Comparative Politics Skills Programme I and II (H)
3	GV499 Dissertation
4, 5, 6 & 7	Courses to the value of two full units from the following: (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term: EU417 Government and Politics in Italy (H) (M) EU429 Spain: Politics, Governance and Europe (H) (L) GV403 Network Regulation (H) (L) GV427 Democracy and Democratisation in East and South Asia (H) (L) (C) GV432 Government and Politics in China (H) (M) (n/a 04/05) GV436 National and Ethnic Conflict Regulation (H) (L) (C) GV437 Politics and Policy in Latin America (H) (L) (C) GV438 Religion and Politics (H) (L) (C) GV439 Government and Politics in Eastern Europe (H) (M) GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (H) (M) GV443 The State and Political Institutions in Latin America (H) (M)

GV444 Democracy and Development in Latin America (H) (L)
GV446 The Politics of Empire and Post Imperialism
GV454 Parties, Elections and Governments (H) (L) (n/a 04/05)
GV458 Politics and Policy in Germany (H) (M) (n/a 04/05)
GV460 Politics and Policy in Britain (H) (M)
GV463 Government and Politics in Scandinavia (H) (n/a 04/05)
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
GV465 Democracy and the Politics of National Self-Determination (H) (L)
GV479 Nationalism
GV480 Introduction to Comparative Public Administration (H) (M)
GV481 Public Choice and Public Policy I: Introduction (H) (M)
GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481)
GV484 Government and Politics in the USA (H) (M) (n/a 04/05)
GV485 US Public Policy (H) (M) (C)
GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
GV4A6 The Politics of Resistance
GV4A8 Nationalist Conflict, Political Violence and Terrorism (C)
GV4B8 The Politics of Civil Wars (H) (n/a 04/05)
GV4B9 The Second Europe (H) (C)
A half-unit course from the Government or another department § (with the consent of the convenor of MSc Comparative Politics and the teacher of the course)

Notes

§ means by special permission only.

MSc Comparative Politics (Empire)

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1	GV446 The Politics of Empire and Post Imperialism
2	GV499 Dissertation
3	Courses to the value of two full units from the following, (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term: EU417 Government and Politics in Italy (H) (M) GV4M1 or GV4M2 Skills Course (M & L) GV403 Network Regulation (H) (L) GV427 Democracy and Democratisation in East and South Asia (H) (L) (C) GV432 Government and Politics in China (H) (M) (n/a 04/05) GV436 National and Ethnic Conflict Regulation (H) (L) (C) GV437 Politics and Policy in Latin America (H) (L) (C) GV438 Religion and Politics (H) (L) (C) GV439 Government and Politics in Eastern Europe (H) (M) GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (H) (M & L) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV454 Parties, Elections and Governments (H) (L) (n/a 04/05) GV458 Politics and Policy in Germany (H) (M) (n/a 04/05) GV460 Politics and Policy in Britain (H) (M) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 Democracy and the Politics of National Self-Determination (H) (L) GV467 Introduction to Comparative Politics (H) (M) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy I: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) (n/a 04/05) GV485 US Public Policy (H) (M) (C) HY424 The Napoleonic Empire: The Making of Modern Europe? (full-unit, M & L) IR411 Foreign Policy Analysis III (full-unit, M & L)† IR418 International Politics: Asia and the Pacific (full-unit, M & L)† IR419 International Relations of the Middle East (full-unit, M & L)† IR425 Soviet and Post-Soviet Foreign Policy (full-unit, M & L)† IR427 International Politics of Africa (full-unit, M & L)† IR457 The Politics of International Trade (full-unit, M & L)† A full or two half-unit papers from the Government or another

department * (with the consent of the convenor of MSc Comparative Politics (Empire) and the teacher of the course).

Notes

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Students taking MSc Comparative Politics (Empire) have the right to take any one of the options listed above.

* means by special permission only.

MSc Comparative Politics (Latin America)

Full-year programme. Students must take courses to the value of four full units as shown, one of which must be a skills course. All students are required to write a 10,000-word dissertation on a topic relating to Latin America. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1	GV499 Dissertation
2	Courses to the value of 1 unit from the following (all half-unit courses unless otherwise indicated); (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term: GV437 Politics and Policy in Latin America (H) (L) (C) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) Courses to the value of 2 units from the following, (M) for courses given in the Michaelmas term and (L) for courses given in the Lent term: The course not already taken under paper 3 above EU417 Government and Politics in Italy (H) (M) GV403 Network Regulation (H) (L) GV427 Democracy and Democratisation in East and South Asia (H) (L) (C) GV432 Government and Politics in China (M) (H) (n/a 04/05) GV436 National and Ethnic Conflict Regulation (H) (L) (C) GV438 Religion and Politics (H) (L) (C) GV439 Government and Politics in Eastern Europe (H) (M) GV441 The State and Prosperity (H) (L) GV442 Globalisation and Democracy (M & L) (H) GV446 The Politics of Empire and Post Imperialism GV454 Parties, Elections and Governments (H) (L) (n/a 04/05) GV458 Politics and Policy in Germany (H) (M) (n/a 04/05) GV460 Politics and Policy in Britain (M) (H) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 Democracy and the Politics of National Self-Determination (H) (L) GV467 Introduction to Comparative Politics (H) (M) GV480 Introduction to Comparative Public Administration (H) (M) GV481 Public Choice and Public Policy I: Introduction (H) (M) GV482 Public Choice and Public Policy II: Advanced Topics (H) (L, must be taken with GV481) GV484 Government and Politics in the USA (H) (M) (n/a 04/05) GV485 US Public Policy (H) (M) (C) A full or two half-unit papers from the Government or another department * (with the consent of the convenor of MSc Comparative Politics (Latin America) and the teacher of the course)

Notes

* means by special permission only.

MSc Comparative Politics (Research)

Full-year programme. Students must take courses to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together.

Paper	Course number and title
1	MI4M1 or MI4M2 Foundations of Social Research (M+L)
2	GV467 Introduction to Comparative Politics (H)
3	GV499 Dissertation
4, 5, 6	Courses to the value of 1.5 units from those listed as papers 4, 5, 6 and 7 for MSc Comparative Politics (see Comparative Politics)

MSc Criminal Justice Policy

Full-year programme. Students must take one compulsory course, non-assessed course SA4C1, optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	Compulsory course

2 & 3	SA403 Criminal Justice Policy Optional courses Choose to the value of two full units from the following courses: LL465 Law and Social Theory LL458 Mental Health Law LL462 Criminal law, Criminology and Criminal Justice LL478 Policing and Police Powers LL404 Criminal Procedure and Evidence LL445 International Criminal Law SA429 Social Exclusion, Inequality and the 'Underclass' debate (H) SA446 Psychology and Crime SA488 Social Policy: Goals and Issues (H) SA488 Ethnicity, 'Race' and Social Policy (H) (n/a 04/05) SA4C9 Social Policy: Organisation and Innovation (H) SO409 Crime and Society: Concepts and Method SO424 Foundations and Key Issues in Human Rights A course from another programme *
4	A full or half-unit course from another MSc programme with permission of tutor and MSc programmes *
5	SA465 Dissertation (1 September) SA4C1 Long Essay and the Research Process (not assessed)
Notes	* May only be taken with permission of teacher and MSc Programme Tutor.

MSc Criminology

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO409 Crime and Society: Concepts and Method
2	SO4M3/SO4M4 Criminological Research Methods 1/2
3	One other related course (other than Theoretical Criminology LL496) from the LLM, MSc Sociology or MSc Courses in Social Policy chosen after discussion with the student's supervisor.
4	SO499 Dissertation

MSc Culture and Society

Full-year programme. Students must take courses to the value of three full units plus the dissertation as shown.

Paper	Course number and title
1	SO434 Cultural Theory and Cultural Forms
2	One course from the following: Either MC408 Theories and Concepts in Media and Communications (Media and Power) (H) or SO426 Sociological Theory Part I (H)
3	SO444 Qualitative Methods for Cultural Research (H)
4 & 5	Optional courses to the value of one full unit selected from the following: GI402 Gender: Epistemology and Research Methodology (H) GI405 Sexuality and the Body (H) GY414 Gender, Space and Society GY430 Contemporary Urbanism IS473 Interpretation of Information MC402 The Audience in Media and Communications (H) MC409 Media Technology and Everyday Life (H) MC411 Media and Globalisation (H) (C) MC412 Media Ritual and Public Life (H) PS410 Social Representations (H) (n/a 04/05) PS411 The Social Psychology of the Media (H) PS437 Representations, Institutions and Communities (H) PS439 Science, Technology and Resistance (H) PS451 Cognition and Culture (H) SO425 Regulation, Risk and Economic Life (n/a 04/05) SO435 Culture and Economy (H) SO436 Sociology of Consumption (H) SO453 Gender and Post-Colonial Theory (H) SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H) SO457 Political Reconciliation (H) Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.
6	SO499 Dissertation

MSc Decision Sciences

Full-year programme. Students are required to take four compulsory courses and optional courses to the value of two half units.

Paper	Course number and title
1	OR422 Decision Analysis in Theory and Practice

2 & 3	Two of the following: OR411 Problem Structuring Methods (H) OR417 Advanced Topics in Decision Analysis (H) OR431 System Dynamics Modelling † (H)
4	OR418 Applied Decision Sciences ‡
5	Two of the following: The paper not taken under 2 and 3 above ID404 Introduction to Organisational Analysis (H) IS472 Information Systems Management (H) MA402 Game Theory (H) MN415 The Analysis of Strategy A (H) (C) OR401 Techniques of Operational Research (H) OR405 Advanced Behavioural Decision Making † (H) OR424 Analytic Frameworks for Policy Evaluation † (H) OR430 Decision Science Methods †(H) or OR403 Computer Modelling in Operational Research † (H) A course from any other MSc Programme *
Notes	† Examined entirely by means of essays and project reports. ‡ This is an extended practical project which will be introduced in the summer term and worked on throughout the summer. * means by special permission only.

MSc Development Management

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Two compulsory papers: DV406 Development Management
2	DV400 Development: Theory, History and Policy, including DV400.1 Philosophical and Methodological Issues in Development Research
3	Courses to the value of one full unit from the following: DV407 Poverty (H) DV409 Economic Development Policy (with permission from the course lecturer) DV411 Population and Development: An Analytical Approach (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV422 International Political Economy of Development EC429 Reform of Economic Systems EC436 The Economics of Regional and Urban Planning (H) EH416 Markets and States in Developing Economies since c. 1880 (n/a 04/05) GV483 Public Management Theory and Doctrine (H) GV494 Contested Issues in Public Management (H) (n/a 04/05) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development (H) ID402 Organisational Behaviour and Change IS475 IT and Development MN403 Negotiation Analysis (H) (C) MN404 Incentives and Governance in Organisations (H) SA435 NGO Management, Policy and Administration SA460 Urbanisation and Social Planning SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA4C2 Basic Education for Social Development (H) (n/a 04/05) Another course with the approval of supervisor/course tutor
4	DV410 Research Design and Dissertation in Development Studies

MSc Development Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	DV400 Development: Theory, History and Policy, including DV400.1 Philosophical and Methodological Issues in Development Research
2	DV410 Research Design and Dissertation in Development Studies
3 & 4	Courses to the value of two full units from the following: (note: the International Relations (IR) Department permits non-

IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option) AN406 Political and Legal Institutions AN407 The Anthropology of Economic Institutions and their Social Transformation DV407 Poverty (H) DV409 Economic Development Policy (with permission from the course lecturer) DV411 Population and Development: An Analytical Approach (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) DV416 Gender Institutions and Social Development (H) DV417 Global Civil Society (H) DV418 African Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats DV422 International Political Economy of Development EC307 Development Economics † EC428 Development and Growth ‡ EC436 The Economics of Regional and Urban Planning ‡ EH416 Markets and States in Developing Economies since c1880 (n/a 04/05) EH440 African Economic Development in Historical Perspective (n/a 04/05) EH446 Economic Development of East and South East Asia GI400 Gender Theories in the Modern World: An Interdisciplinary Approach GV427 Democracy and Democratization in East and South Asia (H) (C) GV437 Politics and Policy in Latin America (H) (C) GV441 The State and Prosperity (H) (with permission from the course lecturer) GV479 Nationalism GV480 Introduction to Comparative Public Administration (H) (with permission from the course lecturer) GV483 Public Management Theory and Doctrine (H) GY408 European Economic Development Management GY411 Urbanisation in the South GY414 Gender, Space and Society GY420 Environmental Planning: National and Local Policy Implementation GY436 Nationalism, Democracy and Development in Contemporary India One of the following IR courses: † IR418 International Politics Asia and the Pacific IR419 International Relations of the Middle East IR427 International Politics of Africa IR457 Politics of International Trade IS475 IT and Development LL447 International Economic Law LL448 International Environmental Law LL453 International Protection of Human Rights LL461 United Nations Law SA435 NGO Management, Policy and Administration § SA445 Social planning for Rural Development § SA460 Urbanisation and Social Planning § SA481 Basic Population Analysis (H) (n/a 04/05) SA485 Methods for Population Planning (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C) SA493 Population Trends and Processes in the Developing World (H) SA4C2 Basic Education for Social Development (H) (n/a 04/05) SO404 Sociology of Development (n/a 04/05)	
Notes	† For students without a first degree in Economics ‡ Entry to these courses may be restricted § Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.

MSc Development Studies (Research)

Full year programme. Students take papers 1 and 2 as for MSc Development Studies plus modules taught in the Methodology Institute equal to one full unit and a course or courses to the value of one further full unit from the options listed under papers 3 & 4 of MSc Development Studies.

MSc Econometrics and Mathematical Economics

Academic-year programme. Students must take courses to the value of four full units as shown.

Paper	Course number and title
1	EC484 Econometric Analysis
2 & 3	Two papers selected from the following: EC485 Topics in Advanced Econometrics EC441 Advanced Microeconomics † or EC442 Advanced Macroeconomics † EC476 Contracts and Organisations EC483 Advanced Microeconomic Theory Approved Statistics and/or Mathematics courses to the total value of one unit: ST422 Time Series (H) ST409 Stochastic Processes (H) ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST421 Developments in Statistical Methods (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director
4	One paper, to include an extended essay, from the following: EC475 Quantitative Economics A course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director
Notes	† Students must obtain the permission of the relevant course proprietor.

MSc Econometrics and Mathematical Economics (Preliminary Year)

Students without a satisfactory background in both economics and mathematics are required to take the MSc programme over two years the first of which is a preliminary year. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Econometrics and Mathematical Economics. To proceed to the final year, students must pass three examinations with a mark of at least 60%. Students are expected to attend four courses during the preliminary year.

Paper	Course number and title
1	EC309 Econometric Theory
2 & 3	Two courses from the following list: MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) ST202 Probability, Distribution Theory and Inference EC319 Mathematical Economics EC411 Microeconomics for MSc Students A course approved by the candidate's teachers and the Programme Director In addition, preliminary year students are required to attend the EC331 Quantitative Economics Project Seminars

MSc Econometrics and Mathematical Economics (Research)

Please see MSc Econometrics and Mathematical Economics.

MSc Economic History

Full-year programme. Students must take one compulsory half-unit course, three optional courses to the value of 2.5 units and a dissertation as shown.

Paper	Course number and title
1	EH401 Historical Analysis of Economic Change (H) (M)
2 & 3	Two of the following: EH411 Epidemics and Economic and Social History: From the Black Death to the Present EH412 Research Topics in Economic History (H) EH416 Markets and States in Developing Economies since c1880 (n/a 04/05) EH422 Topics in Quantitative Economic History EH440 African Economic Development in Historical Perspective (n/a 04/05) EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan (C) EH462 Latin American Development in the Twentieth Century EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (C) EH477 History of Economics: From Moral Philosophy to Social Science (n/a 04/05) EH483 The Development and Integration of the World

4	Economy in the 19th and 20th Centuries (C) SO404 Sociology of Development (n/a 04/05) One of the following (Lent Term only): EH412 Research Topics in Economic History (H) EH484 Gender, Work and Industrialisation (H) EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 04/05) EH487 International Economic Institutions since World War I (H) EH488 The Economic History of a Continental Empire: the Habsburg Monarchy, 1700-1914 (H) (n/a 04/05) EH489 The Globalisation of Social Risk and Social Security since 1850 (H) (n/a 04/05)
5	EH499 Dissertation (10,000 words)

MSc Economic History (Research)

Full-year programme. Students must take two compulsory half-unit courses, two optional courses and a dissertation as shown.

Paper	Course number and title
1	EH401 Historical Analysis of Economic Change (H) (M)
2	EH402 Research Design and Quantitative Methods in Economic History (H) (L)
3 & 4	Two of the following: EC428 Development and Growth EH411 Epidemics and Economic and Social History: From the Black Death to the Present EH416 Markets and States in Developing Economies since c1880 (n/a 04/05) EH422 Topics in Quantitative Economic History EH440 African Economic Development in Historical Perspective (n/a 04/05) EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan (C) EH462 Latin American Development in the Twentieth Century EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (C) EH477 History of Economics: From Moral Philosophy to Social Science (n/a 04/05) EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (C) SO404 Sociology of Development (n/a 04/05)
5	EH498 Dissertation (15,000 words)

MSc Economics

Academic-year programme. Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September Course EC400

Paper	Course number and title
1	EC413 Macroeconomics for MSc Students or EC442 Advanced Macroeconomics †
2	EC411 Microeconomics for MSc Students or EC441 Advanced Microeconomics †
3	EC402 Methods of Economic Investigation or EC443 Advanced Econometrics †
4	One of the following courses (including a 6000-word dissertation to be submitted by the beginning of the summer term): EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 Economics of Industry EC428 Development and Growth EC429 Reform of Economic Systems EC430 Capital Markets EH422 Topics in Quantitative Economic History EH477 History of Economics: From Moral Philosophy to Social Science (n/a 04/05) Any other course in Economics approved by the candidate's teachers

Notes

† Only one of the Advanced-level courses (EC441, EC442, EC443) may be taken. Students must obtain the permission of the relevant course proprietor.

MSc Economics (Preliminary Year)

Students without a strong background in economics are required to take the MSc programme over two years. Students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. To proceed to the final year, students must pass four examinations with marks of at least 60%.

Paper	Course number and title
1	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II
2	EC210 Macroeconomic Principles
3	MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H)
4	One of the following: EC220 Introduction to Econometrics EC221 Principles of Econometrics ST102 Elementary Statistical Theory

Notes

Candidates may be allowed to substitute one other course for one of the above papers with the permission of the Course Tutor.

MSc Economics (Research)

Please see MSc Economics.

MSc Economics and Economic History

Full-year programme. Students must take four courses, one of which, EH422, will include an 8-10,000-word dissertation the draft of which must be submitted for supervisor's comments by the end of the summer term. Students are also required to attend the September course EC400.

Paper	Course number and title
1	Either EC411 Microeconomics for MSc Students or EC413 Macroeconomics for MSc Students
2	EC402 Methods of Economic Investigation
3	EH422 Topics in Quantitative Economic History (includes a dissertation of 8,000-10,000 words)
4	One of the following: EH411 Epidemics and Economic and Social History: From the Black Death to the Present EH416 Markets and States in Developing Economies since c1880 (n/a 04/05) EH440 African Economic Development in Historical Perspective (n/a 04/05) EH446 Economic Development of East and Southeast Asia EH459 Financial and Business History: America, Europe and Japan (C) EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (C)

MSc Economics and Philosophy

Full-year programme.

Paper	Course number and title
1 & 2	Two of the following: EC411 Microeconomics for MSc Students EC413 Macroeconomics for MSc Students EC402 Methods of Economic Investigation
3	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH413 Philosophy of Economics
4	PH418 Philosophical Research and Writing: Economics and Philosophy
5	PH413 Philosophy of Economics seminar (compulsory for all students whether or not they are taking course PH413 as part of option 3)
6	PH499 Dissertation

MSc Environment and Development

Full-year programme. Students must take courses to the value of four full units.

Paper	Course number and title
1	GY435 Environment and Development: Economics and Institutions
2	One full unit or two half units offered by the Development

3	Studies Institute One full unit or two half units offered by the Department of Geography and Environment from the following: GY411 Urbanisation in the South GY420 Environmental Regulation: Implementing Policy GY421 Gender and Development: Geographical Perspectives (H) GY431 Cities People and Poverty in the South (H) GY432 Cities Culture and Politics in the South (H) GY436 Nationalism, Democracy and Development in Contemporary India (H) GY442 Critical Perspectives on the Greening of Industry GY444 Environmental Assessment in the Planning Process GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) GY499 Dissertation or one full or two half units from any courses listed under 3 or offered by the Development Studies Institute
4	

MSc Environmental Policy, Planning and Regulation

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper	Course number and title
1	GY420 Environmental Regulation: Implementing Policy
2	GY423 Environmental Evaluation of Economic Development
3	GY433 Planning for Sustainable Cities (H) and GY444 Environmental Assessment in the Planning Process (H)
4	GY499 Dissertation

MSc European Political Economy: Integration

Full-year programme. Students must take three compulsory courses and one course and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research in preparation for the dissertation.

Paper	Course number and title
1	EU442 The Political Economy of European Integration
2	One of the following to the value of one unit: EU402 Social Market Economy in Germany (H) EU419 Socio-Economic Cohesion Policies in the EU EU420 European Union Law and Government EU421 Policy-Making in the European Union EU441 The Political Economy of EU Enlargement (H) EU443 European Models of Capitalism (H) EU446 Institutions and Politics of EMU (H) IR429 Economic Diplomacy
3	One of the following to the value of one unit: a. Any combination of the following half-unit courses on Domestic Politics and European Integration: EU423 Greece and the European Union EU430 Europeanization: The Comparative Politics of Domestic Change EU440 Greece and South-East Europe b. Regulation and Market Construction: LL430 European Community Law** GV488 The Law and Politics of Regulation** GV439 Government and Politics in Eastern Europe (H)** and SA405 European Social Policy c. Economics: EC402 Methods of Economic Investigation** EC424 Monetary Economics A paper from 2 above not already taken* A relevant paper from another programme** (students can propose any option here)
4	EU499 Dissertation

Notes

† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned.

* A half-unit from the Paper 2 selection list may be combined with any half-unit from Paper 3 not already taken.

** Course may only be taken with the permission of the teacher and the MSc co-ordinator.

MSc European Political Economy: Transition

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU451 Post-Communist Politics and

Policies in preparation for the dissertation.

Paper	Course number and title
1	EU400 The Political Economy of Transition in Europe Students with little or no background in Economic Theory are expected to attend EU409 Basic Economic Concepts for European Political Economy during the first 5 weeks of the Michaelmas term.
2	One of the following: a. Political Economy/Western looking courses: 2 half-units chosen from the following 3: EU441 The Political Economy of EU Enlargement (H) EU443 European Models of Capitalism (H) EU440 Greece and South East Europe (H) b. Political, Historical/Eastward looking courses: GV439 Government and Politics in Eastern Europe (H) † GV4A7 Russian and the Post-Soviet States: Politics and Policy c. An Economic Approach: One course chosen from: EC429 Reform of Economic Systems** EC428 Development and Growth**
3	Any one full unit or two half units chosen from the following: <i>Nationalism</i> EU411 Ethnic Diversity and International Society (n/a 04/05) GV479 Nationalism** GV4A1 Warfare, Religion and National Identity GV498 Multiculturalism, Nationalism and Citizenship (H) † <i>EU</i> EU402 The Social Market Economy in Germany EU423 Greece and the European Union (H) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU <i>International Relations</i> IR425 Soviet and Post-Soviet Foreign Policy † IR429 Economic Diplomacy † <i>Sectoral Specialisation</i> DV417 Global Civil Society (H) † GV442 Globalization and Democracy (H) SA405 European Social Policy † A course from 2 above not already taken A relevant course from another programme**
4	EU499 Dissertation

Notes

† Courses may be taken only with the permission of the teacher concerned.

** Courses may be taken only with the permission of the teacher and the MSc co-ordinator; admission will depend on the student having the necessary background and on availability of space.

MSc European Politics and Governance

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year.

Paper Course number and title

Part I: Foundation

1	GV450 European Politics: Comparative Analysis (H) (M)
2	IR430 History and Theory of European Integration (H) (M)

Part II: Specialisation (Stream 1 - EU Policy Making)

3	One of the following: EU419 Socio-Economic Cohesion Policies in the EU (H) (L) EU420 European Union Law and Government (H) (M) EU421 Policy-Making in the European Union (H) (L) EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (L) GV471 Institutional Politics in the European Union - A Rational Choice Approach (H) (L) (n/a 04/05) GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L) GV4A5 Public Policy Responses to International Migration (H) (L) (C) IR431 EU Policy-Making in a Global Context (H) (L) (n/a 04/05) EU441 The Political Economy of EU Enlargement (H) (M) † EU445 The Integration of the European Political Economy (H) (M) † EU446 Patterns of Economic Integration in Europe (H) (L) † Either two half-unit courses, or one full-unit course from the following: Half-unit courses: Another one or two units half-unit courses from 3 - Stream 1 EU402 Social Market Economy in Germany (H) (L) EU417 Italy in the European Union (H) (M) EU423 Greece and European Union (H) (M) EU429 Spain: Politics, Governance and European Integration
4	

(H) (L)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L)
 GV439 Government and Politics in Eastern Europe (H) (L)
 GV458 Government and Politics in Germany (H) (L) (n/a 04/05)
 GV460 Politics and Policy in Britain (H) (M)
 GV463 Government and Politics in Scandinavia (H) (L) (n/a 04/05)
 GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
 GV489 The Second Europe (H) (L) (C)

A relevant half-unit course from another Stream or MSc programme *

Full-unit courses:

IR416 The EU in the World
 SA405 European Social Policy
 EU411 Ethnic Diversity and International Society † (n/a 04/05)
 EU442 The Political Economy of European Integration (cannot be taken with EU445 or EU446) †
 GV479 Nationalism †
 GV4A1 Warfare, Religion and National Identity † (C)
 GY408 European Economic Development Management †
 HY411 European Integration in the Twentieth Century
 LL430 European Community Competition Law †
 LL459 Constitutional and Institutional Law of the EU †
 A relevant full-unit course from another Stream or MSc programme *

Part II: Specialisation (Stream 2 - Comparative European Politics and Policy)

3 One of the following:
 EU417 Italy in the European Union (H) (M)
 EU423 Greece and European Union (H) (M)
 EU429 Spain: Politics, Governance and European Integration (H) (L)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L)
 GV439 Government and Politics in Eastern Europe (H) (L)
 GV458 Government and Politics in Germany (H) (L) (n/a 04/05)
 GV460 Politics and Policy in Britain (H) (M)
 GV463 Government and Politics in Scandinavia (H) (L) (n/a 04/05)
 GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)
 GV489 The Second Europe (H) (L) (C)

4 Either two half-unit courses, or one full-unit course from the following:
 Half-unit courses:
 Another half-unit course from 3 - Stream 2
 GV438 Religion and Politics (H) (L) † (C)
 GV454 Parties, Elections and Governments (H) (L) (n/a 04/05)
 GV477 Comparative Public Policy Change (H) (L) †
 GV480 Introduction to Comparative Public Administration (H) (M) †
 GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L)
 GV4A5 Public Policy Responses to International Migration (H) (L) (C)
 EU402 Social Market Economy in Germany (H) (L)
 EU419 Socio-Economic Cohesion Policies in the EU (H) (L)
 EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (L)
 EU443 European Models of Capitalism (H) (L) †
 A relevant full-unit course from another Stream or MSc programme *

Full-unit courses:
 IR416 The EU in the World
 SA405 European Social Policy
 EU411 Ethnic Diversity and International Society † (n/a 04/05)
 EU442 The Political Economy of European Integration †
 GV479 Nationalism †
 GV4A1 Warfare, Religion and National Identity † (C)
 HY411 European Integration in the Twentieth Century
 A relevant full-unit course from another Stream or MSc programme *

Part III: Skills Training

5 One of the following:
 GV4M1 Skills Programme (H), which includes:
 MI451 Quantitative Analysis 1: Description and Inference (M)
 MI401 Concepts and Methods in Social Inquiry (L)
 GV4M2 Skills Programme (H), which includes:
 MI452 Quantitative Analysis 2: The Generalized Linear Model (M)
 MI401 Concepts and Methods in Social Inquiry (L)

Part IV: Dissertation

6 EU499/GV499 Dissertation

Notes

* Courses in other MSc programmes may only be taken with the approval of the MSc programme convenor.
 † Students who wish to take this course must seek approval from the convenor of the course.

MSc European Social Policy

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

Paper Course number and title

1 SA405 European Social Policy
 2 **European Contextual options**
 Choose to the value of one full unit from the following courses:
 EU419 Socio-Economic Cohesion Policies in the EU (H)
 EU420 EU European Union Law and Government (H) *
 EU421 Policy-making in the European Union (H) *
 IR431 European Union Policy-Making in a Global Context (H) (n/a 04/05)

3 **Other options**

Choose to the value of one full unit from the following courses:
 SA407 Health Systems and Policies I (H)
 SA409 Social Security Policies (H)
 SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)

4 SA451 Social Policy Research
 SA479 The Development of Housing and Urban Renewal (H)
 SA488 Social Policy: Goals and Issues (H)
 SA4A7 Gender and Social Policy: Theory and Practice (H)
 SA4A9 Gender and European Welfare States (H)
 SA488 Ethnicity, 'Race' and Social Policy (H) (n/a 04/05)
 SA4C5 International Housing and Social Change: Shelter Needs and Strategies (H)
 SA4C9 Social Policy: Organisation and Innovation (H)
 SO409 Crime and Society: Concepts and Method
 A full or half unit course from another MSc programme with the approval of tutor and MSc programmes
 SA466 Dissertation (10,000 words) to be handed in 1 September
 SA4C1 Long Essay and the Research Process (not assessed)

Notes

* May only be taken with permission of teacher and MSc Programme Tutor.

MSc (Research) in European Studies

This programme is not running in 2004/05

Paper Course number and title

First year:
 1 One of the core courses in one of the European Institute MSc degrees:
 EU400 The Political Economy of Transition
 EU442 The Political Economy of European Integration
 GV450 European Politics: Comparative Analysis (H) and IR430 History and Theory of European Integration (H)
 We are offering research students the chance to take the core course from our existing MSc programmes appropriate to their research interests.
 2 One other full unit (or combination of half units) from paper 1
 3 EU550 Research Design and Methods
 4 Supervised dissertation in preparation for the doctoral research Supporting field seminar

Promotion to the second year is subject to the following conditions:

A Merits grade in the MSc Research
 Availability of appropriate supervision
 A research proposal that is evaluated as coherent by the Doctoral Programme Committee

Second year:
 GV502 Doctoral workshop: European Politics and Policy.
 Participation in other relevant LSE Research Workshops.
 Upgrading review: evaluation of the research proposal of the student. A 'Pass' grade will lead to the PhD upgrade. If the student does not pass, s/he will be allowed an additional term to revise the research proposal. Failure to pass on the second attempt will result in not being allowed to continue in the doctoral programme.

Third year:
 GV502 Doctoral workshop: European Politics and Policy.
 Participation in other relevant LSE Research Workshops.

Work on thesis under supervision; fieldwork if necessary.

Fourth year:

Work on thesis under supervision; fieldwork if necessary.
 Oral examination of the doctoral candidate on the basis of a thesis in accordance with the requirements of the University of London.

MSc Finance and Economics

Academic-year programme. Students must take three compulsory courses and optional courses to the value of one full unit. They must submit a dissertation in one of the optional courses and take a two-hour examination in the other. Admitted students must pass the September course in Mathematics. The dissertation must be submitted by the last week of June.

Paper Course number and title

1 EC411 Microeconomics for MSc Students *
 2 AC436 Financial Economics
 3 AC437 Financial Econometrics
 4 Courses to the value of one full unit selected from the following (one to be examined by dissertation and one by examination):
 AC402 Financial Risk Analysis (H)
 AC404 Forecasting Financial Time Series (H)
 AC421 Applied Corporate Finance (H)
 AC440 Corporate Finance Theory (H) (n/a 04/05)
 AC444 Valuation and Security Analysis (H)
 AC445 Portfolio Management (H)
 AC446 Market Microstructure Theory (H) (n/a 04/05)
 AC447 Global Financial System (H)
 AC448 Financial Intermediaries (H) (n/a 04/05)
 AC472 International Finance (H)

Notes

* With the approval of the Programme Director, students with the required background may be permitted to take EC413 Macroeconomics for MSc Students

MSc Finance and Economics (Research)

Academic-year programme. Students must take courses as shown.

Paper Course number and title

1 AC436 Financial Economics
 2 AC437 Financial Econometrics
 3 EC441 Advanced Microeconomics
 4 AC498 Dissertation (H)
 5 One half-unit course selected from the following:
 AC402 Financial Risk Analysis (H)
 AC421 Applied Corporate Finance (H)
 AC440 Corporate Finance Theory (H) (n/a 04/05)
 AC444 Valuation and Security Analysis (H)
 AC445 Portfolio Management (H)
 AC446 Market Microstructure Theory (H) (n/a 04/05)
 AC447 Global Financial System (H)
 AC448 Financial Intermediaries (H) (n/a 04/05)

MSc Gender

Full-year programme. Students must take one compulsory course and options to the value of two full units and a dissertation as shown.

Paper Course number and title

1 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 2 Courses from the list below to the value of two full units:
 AN405 Kinship, Sex and Gender
 EH484 Gender, Work and Industrialisation (H)
 GI402 Gender, Epistemology and Research Methodology (H)
 GI403 Gender and the Media (H)
 GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H)
 GI406 Feminist Political Theory (H) (n/a 04/05)
 GY414 Gender, Space and Society
 IR406 Gender, Justice and War
 LL454 Human Rights of Women
 PS413 Psychology of Gender (H) (n/a 04/05)
 SA402 Social Policies for Ageing Populations (H) (n/a 04/05)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C)
 SA493 Population, Trends and Processes in the Developing world (H)
 SA482 Family Change and Society (H) (n/a 04/05)
 SO453 Gender and Post-Colonial Theory (H)
 SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)

A course from another programme §

3 GI499 Dissertation

Notes

§ means by special permission only.

MSc Gender (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper Course number and title

1 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 2 GI402 Gender, Epistemology and Research Methodology (H)
 3 MI451 Quantitative Analysis (H) or
 MI452 Quantitative Analysis II (H)
 4 MI453 Fundamentals of Research Design (H)
 5 MI454 Qualitative Social Research (H)
 6 GI499 Dissertation

Notes

If students have previously taken courses that cover the main material in MI453 or MI454, they may with the approval of the Programme Director be permitted to substitute for one of these an optional half unit from the selection of gender courses offered at LSE.

MSc Gender and Development

Full-year programme. Students must take two compulsory courses and optional courses to the value of one full unit and a dissertation as shown. Examinations for the written papers will be taken in the summer term except for any written papers from law courses which will be examined in August/September. The dissertation will be submitted in September.

Paper Course number and title

1 DV416 Gender Institutions and Social Development (H) and
 SA4A8 Gender, International Social Policy and Development (H)
 2 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 3 Courses to the value of one full unit from the list below:
 AN405 Kinship, Sex and Gender
 DV400 Development Theory, History and Policy
 DV407 Poverty (H)
 DV409 Economic Development Policy
 DV413 Institutions, Environmental Change and Development (H)
 DV415 Institutions and the Global Environment (H)
 DV418 African Development (H)
 DV420 Complex Emergencies (H)
 GI402 Gender: Epistemology and Research Methodology (H)
 GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H)
 GI406 Feminist Political Theory (H) (n/a 04/05)
 GY414 Gender, Space and Society
 LL454 Human Rights of Women
 PS413 Psychology of Gender (H) (n/a 04/05)
 SA402 Social Policies for Ageing Populations (H) (n/a 04/05)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C)
 SA493 Population, Trends and Processes in the Developing World (H)
 SO420 Approaches to Globalisation (H)
 A relevant course from another programme as approved by the programme director §
 4 GI499 Dissertation or DV410 Research Design and Dissertation in Development Studies

Notes

§ means by special permission only.

MSc Gender and Social Policy

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown below.

Paper Course number and title

1 SA4A7 Gender and Social Policy: Theory and Practice (H) and one of the following:
 SA4A8 Gender, International Social Policy and Development (H)
 SA4A9 Gender and European Welfare States (H)
 2 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 3 Courses to the value of one full unit from the list below:
 Either SA4A9 Gender and European Welfare States (H) or
 SA4A8 Gender, International Social Policy and Development (H)
 GI402 Gender: Epistemology and Research Methodology (H)
 GI403 Gender and the Media (H)

	GI405 Sexuality and the Body: Western Theories, Cultures and Practices (H)
	GI406 Feminist Political Theory (H) (n/a 04/05)
	GY414 Gender, Space and Society
	LL454 Human Rights of Women
	PS413 Psychology of Gender (H) (n/a 04/05)
	SA402 Social Policies for Ageing Populations (H) (n/a 04/05)
	SA405 European Social Policy
	SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
	SA488 Social Policy: Goals and Issues (H) (M)
	SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C)
	SA493 Population Trends and Processes in the Developing World (H)
	SA4B2 Family Change and Society (H) (n/a 04/05)
	SA4B8 Ethnicity, 'Race' and Social Policy (H) (n/a 04/05)
	SA4C9 Social Policy: Organisation and Innovation (H) (L)
	SO458 Gender and Societies (H)
	SO459 Gender, Identity and Difference (H)
	SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)
4	SA4C1 Long Essay and the Research Process (not assessed)
5	GI499 Dissertation

MSc Gender and the Media

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	MC400 Theories and Concepts in Media and Communications (Power and Processes) or MC408 Theories and Concepts in Media and Communications (Media and Power) (H) + one other half-unit course offered by the Gender Institute or Media@lse
2	MC4M1 Methods of Research in Media and Communications 1 (H)
3	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
4	GI403 Gender and the Media (H)
5	GI499 Dissertation (10,000-15,000 words)

MSc Gender, Development and Globalisation

Full-year programme. Students must take the following courses to the value of four full units

Paper	Course number and title
1	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
2	Either DV416 Gender, Institutions and Social Development (H) or GY421 Gender and Development: Geographical Perspectives (H)
3	Options to the value of 1.5 units chosen from the following: DV416 Gender, Institutions and Social Development (H) (if not taken as paper 2) EH484 Gender, Work and Industrialisation (H) GI402 Gender: Epistemology and Research Methodology (H) GY414 Gender, Space and Society (if GY421 not taken as Paper 2) GY421 Gender and Development: Geographical Perspectives (H) (if not taken as paper 2) GY422 Gender, Work and Urbanisation (H) IR406 Gender, Justice and War LL454 Human Rights of Women SA4A8 Gender, Social Policy and International Development (H) SA4C8 Globalisation and Social Policy SO420 Approaches to Globalisation (H) SO453 Gender and Post-Colonial Theory (H) SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H) Or a course not listed approved by the Programme Director and subject to space and course teacher's consent.
4	GI499 Dissertation.

MSc Global History

Full-year programme. Students must take three compulsory courses to the value of 2.5 units, one optional half-unit course and a dissertation as shown. Candidates are required to submit a draft dissertation for supervisor's comments by the end of the summer term. This is a prerequisite for examination in September.

Paper	Course number and title
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1	EH481 Economic Change in Global History: approaches and analysis (Michaelmas term only) (H)
2	EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800 (C)
3	EH483 The Development and Integration of the World Economy in the 19th and 20th centuries (C) One of the following (Lent term only): EH484 Gender, Work and Industrialisation (H) EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (H) (n/a 04/05)
4	EH487 International Economic Institutions since World War I (H) EH488 The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914 (H) (n/a 04/05) EH489 The Globalisation of Social Risk and Social Security since 1850 (H) (n/a 04/05)
5	EH480 Dissertation in Global History (10,000 words) to be submitted by 1 September

MSc Global Market Economics

For students first registered on or before October 2002.

Academic-year programme lasting two years; not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6.

Students are required to attend the September Course and take EC400 and EC401 (withdrawn), normally before the start of the first year. Each student will be advised at the point of admission about the level of the courses in papers 2, 3 and 4 that he or she is required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Global Market Economics. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200-level courses and 50 or higher in all 400-level courses. A lower mark in a single paper may be condoned by a high mark in another

Paper	Course number and title
Year 1 (2002/03)	
1	EC404 Current Economic Issues
2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics for MSc Students or EC412 Microeconomics II (withdrawn)
3	EC210 Macroeconomic Principles or EC413 Macroeconomics for MSc Students or EC414 Macroeconomics II (withdrawn)
4	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC403 Methods of Economic Investigation II (withdrawn)
Year 2 (2003/04)	
5	EC406 Economic Policy Analysis
6	EC421 International Economics
7 & 8	Approved papers to the value of two full units †

Notes
† Students who took all core courses (papers 2, 3 and 4) at 200 level in their first year must take a 400 level core course in their second year and will normally be expected to take EC411. Other students may take any courses, subject to timetabling availability and with the permission of the course lecturer and approval of the MSc Programme Director.

MSc Global Market Economics

For students commencing October 2003 or later.

Academic-year programme lasting two years; not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6.

Students are required to attend EC400, the September Introductory Course, before the start of the first year. Each student will be advised at the point of admission about the level of the courses in papers 1, 2 and 3 that he or she will be required to take. No student may take any course prefixed by EC4XX without attending EC400 and passing the examinations.

No more than one of EC441, EC442 or EC443 may be taken. All students must write a dissertation in their second year as part of paper 6. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Global Market Economics. To be eligible to proceed into the second year, candidates must achieve marks of 60 or

higher in all 200-level courses and 50 or higher in all 400-level courses. A lower mark in a single paper may be condoned by a high mark in another, per the examination regulations.

Paper	Course number and title
Year 1	
1	EC201 Microeconomic Principles I or EC411 Microeconomics for MSc Students or EC441 Advanced Microeconomics †
2	EC210 Macroeconomic Principles or EC413 Macroeconomics for MSc Students or EC442 Advanced Macroeconomics †
3	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC443 Advanced Econometrics †
4	Approved papers+ to the value of one unit, usually drawn from: IR457 Politics of International Trade *
Year 2	
5	EC406 Economic Policy Analysis
6	EC421 International Economics
7	EC404 Current Economic Issues
8	Any other approved paper + #

Notes
† Students must obtain the permission of the relevant course proprietor.

Students who took all core courses (papers 1, 2 and 3) at EC200-level in their first year must take an EC400-level core course in their second year and will normally be expected to take EC411.

+ Subject to course availability from other LSE departments. Also subject to timetabling availability vis-a-vis papers 1, 2 & 3 in the first year and papers 5, 6 & 7 in the second year. Papers 4 and 8 require the permission of the course lecturer and the approval of the MSc Programme Director.

* Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space in the course concerned.

MSc Global Media and Communications

Full-time programme taken over two calendar years. Students must take courses as shown below.

Paper	Course number and title
Year 1	
1	MC408 Theories and Concepts in Media and Communications (Media and Power) (H)
2	MC411 Media and Globalisation (H) (C)
3	MC416 Globalisation, Communication and the Internet (H) (C)
4	Either MC4M1 Methods of Research in Media and Communications 1 (H) or MC4M5 Methods of Research in Media and Communication 2 (H) or MC4M6 Methods of Research in Media and Communications 3 (H)
5	Courses to the value of one unit from the following: DV417 Global Civil Society * (H) GI403 Gender and the Media (H) GV442 Globalisation and Democracy * (H) GY413 Economic Development: Institutions, Network and Evaluation (H)
Year 2	
1	MC401 Citizenship and the Media (H)
2	MC403 Contemporary Issues in Media Policy (H)
3	MC404 Political Communication (H)
4	MC409 Media, Technology and Everyday Life (H)
5	MC410 Globalisation, Regulation and Public Policy (H) (n/a 04/05)
6	MC404 Political Communication (H)
7	MC412 Media, Ritual and Public Life (H)
8	MC413 New Media, Information and Knowledge Systems (H) (C)
9	MC417 Democracy and the Media (H) (n/a 04/05)
10	PS411 Social Psychology of the Media (H)
11	SO420 Approaches to Globalization (H)
12	Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers
13	MC415 The Global Media Seminar (Not examined)

6	MC499 Dissertation (10-15,000 words)
7	Six courses to the value of 24 USC units taken at the University of California, from: ICUS01 Social Dynamics of Communication Technologies (4 USC units) ICUS02 Communication and the International Economy (4 USC units) ICUS03 The Culture of New Technologies (4 USC units) ICUS04 Communication and Global Competition (4 USC units) ICUS05 Political Economy of Global Telecommunications and Information (4 USC units) ICUS06 Comparative Communications (4 USC units) ICUS07 International Communication: National Development (4 USC units) ICUS08 Global, International and Intercultural Communication in Organisations (4 USC units) ICUS09 The Globalisation of Media and Culture (4 USC units) ICUS10 The Global Entertainment Industry (4 USC units) ICUS11 Global Advertising (4 USC units) ICUS12 Communication Research Practicum
Notes	Any other course offered in the Annenberg School for Communications, the Marshall School of Business, or the School of International Relations at the University of Southern California at 500 or 600 level, subject to the consent of the candidate's USC adviser.

Please note that the availability of optional courses is dependent upon a number of factors and thus neither LSE nor USC can guarantee that all options will be available each year. Courses marked * are subject to availability and the permission of the course lecturer.

MSc Global Politics

The MSc includes a core course, From Empire to Globalisation (paper 1) which all students must take. It draws on specialist knowledge from across the LSE's Politics staff to offer a comprehensive introduction to the changing structure of the global order, and the contemporary challenges of global politics. The rest of the MSc allows considerable choice of options whilst seeking to blend a global focus with more detailed thematic or regional knowledge.

PLEASE NOTE: Due to staff sabbaticals and research leave, the School cannot guarantee that all the courses listed below will be available.

Paper	Course number and title
1	GV4A4 From Empire to Globalisation
2 & 3	Courses to the value of one full unit selected from the following <i>Globally Focused</i> courses: Priority courses: will not be capped for students of this programme; subject to staff availability and timetabling constraints DV415 Institutions and the Global Environment (H) DV417 Global Civil Society (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV422 International Political Economy of Development EU411 Ethnic Diversity and International Society GV442 Globalisation and Democracy (H) GV446 The Politics of Empire and Post-Imperialism GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (n/a 04/05) GV4A5 Public Policy Responses to International Migration (H) GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) IR406 Gender, Justice and War IR422 Conflict and Peace Studies Recommended courses: access is not guaranteed; subject to approval of the course proprietors EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries GV436 National and Ethnic Conflict Regulation (H) IR405 Sovereignty, Rights and Justice IR407 International Political Economy of the Environment IR460 Comparative Political Economy Or a course not listed approved by the MSc Convenor
4 & 5	Courses to the value of one full unit selected from the following <i>Regionally Focussed</i> courses: Priority courses: will not be capped for students of this programme; subject to staff availability and timetabling constraints DV418 African Development (H) GV432 Government and Politics in China (H) (n/a 04/05) GY436 Nationalism, Democracy and Development in

Contemporary India

Recommended courses: access is not guaranteed; subject to approval of the course proprietors

EH416 Markets and States in Developing Economies since 1880
 EH446 Economic Development of East and South East Asia
 EH462 Latin American Development in the Twentieth Century: from Liberalism to Neo-Liberalism
 EU442 The Political Economy of European Integration
 EU443 European Models of Capitalism
 GV427 Democracy and Democratization in East and South Asia (H)
 GV443 The State and Political Institutions in Latin America (H)
 GV444 Democracy and Development in Latin America (H)
 GV465 Democracy and the Politics of National Self-Determination (H)
 IR419 The International Relations of the Middle East
 IR427 International Politics of Africa
 Or a course not listed approved by the MSc Convenor
 GV499 Dissertation

6

MSc Health Policy, Planning and Financing

Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of four units (one of which includes a 6,000 word dissertation) as shown. It is highly recommended that students select courses which spread the workload over the course of the year.

Paper	Course number and title
1	SA4D7 Foundations of Health Policy with Long Essay (H) (including a 6,000 word dissertation)
2	SA407 Health Systems and Policies (I) (H)
3-6	Any combination of the following to the value of two units:

Health Economics

SA408 Health Economics (H)
 SA4C3 Statistical Methods in Health Care Economic Evaluation (H)
 SA4C4 Cost-effectiveness Analysis in Health Care (H)
 (LSHTM) 1600 Economic Analysis for management & Policy (H)
 (LSHTM) 1501 Economic Evaluation (H)
 (LSHTM) 1502 Economics of Health Care Systems (H)

Health Policy and Management

SA427 Pharmaceutical Economics and Policy (H)
 SA4D4 Health Systems and Policies (II) (H)
 SA4D6 Health Systems and Policies in Developing Countries (H)
 (LSHTM) 1117 Health Policy, Process and Power (H)
 (LSHTM) 1304 Health Impact and Decision Analysis (H)
 (LSHTM) 1606 Analytical Models for Decision Making (H)
 (LSHTM) 1403 Organisational Management (H)
 (LSHTM) 1402 Conflict and Health (H)

Epidemiology and Health Trends

SA4D1 Health and Population in Contemporary Developed Societies (H)
 SA4D2 Health and Population in Developing and Transitional Societies (H)
 (LSHTM) 2001 Basic Epidemiology (H)
 (LSHTM) 1303 Environment and Health (H)
 (LSHTM) 1309 Science, Politics and Policy (H)
 (LSHTM) 1503 Globalisation and Health (H)

7-8

Courses to the value of one unit from the following:
 Any courses listed for papers 3-6.
 Any LSE courses not listed above, subject to availability and approval by the course organisers.
 Any optional LSHTM linear or study units, subject to availability and approval by the course organisers.

MSc Health, Population and Society

Full-year programme. Students must take courses to the value of three full units and a dissertation

Paper	Course number and title
1	SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and Transitional Societies (H)
2	SA447 Foundations of Health Policy (H) and One of the following half unit courses: DV411 Population and Development: An Analytic Approach (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) SA485 Methods of Population Planning (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C) SA493 Population Trends and Processes in the Developing

World (H)

3	SA4D6 Health Systems and Policies in Developing Countries (H) Courses to the value of one full unit from the following: Any course not taken in 2 SA402 Social Policies for Ageing Populations (H) (n/a 04/05) SA407 Health Systems and Policies (I) (H) SA408 Health Economics (H) SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA482 Demographic Data Collection, Sampling and Surveys (H) (n/a 04/05) SA488 Social Policy Goals and Issues (H) SA4B2 Family, Change and Society (H) (n/a 04/05) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4C9 Social Policy - Organisation and Innovation (H) SA4D3 Valuing Health (H) SA4D4 Health Systems and Policies (II) (H) A related course from another programme
4	SA4B3 Dissertation on a topic approved by the supervisor (1 September)

MA/MSc History of International Relations

Full-year programme. Students must take one compulsory course and two optional courses and a dissertation as shown.

Branch 1 - International History in the Twentieth Century

Paper	Course number and title
1	HY400 International History in the Twentieth Century
2 & 3	Either two courses from the following list or alternatively one course from the list and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teachers concerned and the Programme Director. HY401 Europe: Unity and Disunity since the Renaissance HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954 (n/a 2004/05) HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (n/a 2004/05) HY414 French External Relations in the Era of de Gaulle, 1940-1969 HY422 Presidents, Public Opinion and Foreign Policy: from Roosevelt to Reagan, 1933-1989 (n/a 2004/05) HY429 Anglo-American Relations from World War to Cold War, 1939-1991 HY430 The Marshall Plan, the Cold War and the making of Post-war Europe (n/a 2004/05) HY431 The Cold War and Third World Revolutions, 1960-1990 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995 HY434 The Rise and Fall of Communism in Europe 1917-1990 HY435 Political Islam: From Mohamed Abduh to Osama Bin Laden HY436 Race, Violence and Colonial Rule in Africa HY499 Dissertation

4

Notes

§ means by special permission only.

Branch 2 - The Making of Contemporary Europe

Paper	Course number and title
1	HY401 Europe: Unity and Disunity since the Renaissance
2 & 3	Either two courses from the following list or alternatively one course from the list and a course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teachers concerned and the Programme Director. HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (n/a 2004/05) HY414 French External Relations in the Era of de Gaulle, 1940-1969 HY424 The Napoleonic Empire: The Making of Modern Europe? HY426 The European Enlightenment, c 1680-1830 (n/a

2004/05).

HY429 Anglo-American Relations from World War to Cold War, 1939-1991
 HY430 The Marshall Plan, the Cold War and the making of Post-War Europe (n/a 2004/05)
 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995
 HY433 Cultural Encounters from the Renaissance to the Modern World
 HY434 The Rise and Fall of Communism in Europe 1917-1990
 A course from another programme §
 HY499 Dissertation

4

Notes

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Branch 3 - The History of Imperialism

Paper	Course number and title
1	HY423 Empire, Colonialism and Globalisation
2 & 3	Either two courses from list A or alternatively one course from list A and one course or two half unit courses from list B List A HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954 (n/a 2004/05) HY424 The Napoleonic Empire: The Making of Modern Europe? HY429 Anglo-American Relations from World War to Cold War, 1939-1991 HY431 The Cold War and Third World Revolutions, 1960-1990 HY433 Cultural Encounters from the Renaissance to the Modern World HY434 The Rise and Fall of Communism in Europe 1917-1990 HY436 Race, Violence and Colonial Rule in Africa List B EH440 African Development in Historical Perspective EH446 Economic Development of East and Southeast Asia EH462 Latin American Development in the Twentieth Century EH486 Shipping and Sea Power in Asian Waters (H) GV436 National and Ethnic Conflict Regulation (H) * (C) GV442 Globalization and Democracy (H) * GV464 Conflict and Consensus in 20th Century Ireland (H) GV465 Democracy and the Politics of National Self-Determination (H) * GV4A1 Warfare, Religion and National Identity (C) GV4A6 The Politics of Resistance (H) * GV4A7 Russia and the Post-Soviet States: Politics and Policy * A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director. HY499 Dissertation

4

Notes

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* means subject to space.

MSc Housing and Regeneration

Full-year programme. Students must take two half-unit compulsory courses, optional courses to the value of two full units, attend non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA464 Current Issues in Housing, Community and Regeneration Policy (H)
2	SA479 Development of Housing and Urban Renewal (H)
3	Choose to the value of two full units from the following courses (at least one half unit must be chosen from SA431, SA436, SA4C5, SA4C6 or SA4C7): SA431 Housing Law (H) SA436 Planning and Regeneration (H) SA4C5 International Housing and Social Change: Shelter Needs and Strategies (H) SA4C6 International Housing and Human Settlements: Conflicts and Communities (H) SA4C7 Understanding Housing Finance and Economics (H) (not with SA422) SA422 Housing Economics and Finance (not with SA4C7) Recommended options in the Social Policy Department/School depending on approval from Course Tutor. SA4C1 Long Essay and the Research Process (not assessed) SA469 Housing Dissertation
4	

MSc Human Geography (Research)

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

Paper Course number and title

1	GY403 Contemporary Debates in Human Geography Seminar (H)
2	Either M4M1 Foundations of Social Research 1 or M4M2 Foundations of Social Research 2

Part II - Substantive Specialism

3	Either Economic Geography Specialism Either Local Economic Development strand (1.5 units from the following): GY407 Managing Economic Development GY415 Economic Development: Global Change and Local Response (H) GY422 Gender, Work and Urbanisation (H) Or Regional and Urban Economics strand (1.5 units from the following): EC437 Economic Aspects of Urban Change (H) GY457 Applied Urban and Regional Economics GY458 Real Property Market Practice (H) Or Development Specialism 1.5 units from the following: GY411 Urbanization in the South (not to be taken with GY431 or GY432) GY421 Gender and Development: Geographical Perspectives (H) GY423 Environmental Evaluation and Economic Development GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Poverty in the South (H) Or Environmental Regulation Specialism GY420 Environmental Regulation: Implementing Policy or GY423 Environmental Evaluation of Economic Development or GY433 Planning for Sustainable Cities (H) and GY444 Environmental Assessment in the Planning Process (H) and GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) (unless already taking GY420)
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Or Development Specialism

1.5 units from the following:
 GY411 Urbanization in the South (not to be taken with GY431 or GY432)
 GY421 Gender and Development: Geographical Perspectives (H)
 GY423 Environmental Evaluation and Economic Development
 GY431 Cities, People and Poverty in the South (H)
 GY432 Cities, Culture and Poverty in the South (H)

Or Environmental Regulation Specialism

GY420 Environmental Regulation: Implementing Policy or
 GY423 Environmental Evaluation of Economic Development or
 GY433 Planning for Sustainable Cities (H) and
 GY444 Environmental Assessment in the Planning Process (H) and
 GY455 Economic Aspects of Project Appraisal (H)
 GY456 Issues in Environmental Regulation (H) (unless already taking GY420)

Or Urban Specialism

1.5 units from the following:
 GY422 Gender, Work and Urbanisation (H)
 GY430 Contemporary Urbanism
 GY431 Cities, People and Poverty in the South (H)
 GY432 Cities, Culture and Poverty in the South (H)
 GY454 Urban Policy and Planning
 SO442 Global Cities (H) (n/a 04/05)
 SO443 Spatial Approaches to Urban Sociology (H)

Or

Any other courses to the value of one and a half units as approved by the course tutor and the teacher concerned

Part III

4 GY499 Dissertation

MSc Human Resource Management

Full-year programme for students also seeking graduate membership of the Chartered Institute of Personnel and Development (CIPD). Students must take three compulsory courses and a dissertation. They are also required to take a special supplementary programme of work by attending ten skills workshops and to write a report on their business link (ID493).

Paper	Course number and title
1	ID400 Employment Relations
2	ID402 Organisational Behaviour and Change
3	ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H)
4	ID499 Dissertation
5	ID493 Human Resource Policy and Practice

MSc Human Rights

Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

Paper	Course number and title
1	SO424 Foundations and Key Issues in Human Rights
2 & 3	Optional Courses to the value of two full units from the following (registration for these options depends on

availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree) Access is not guaranteed for any option.

	AN406 Political and Legal Institutions
	AN407 Anthropology of Economic Institutions and their Social Transformation
	AN436 Anthropology of Development (H)
	AN438 Law, Anthropology and Society
	AN439 Anthropology and Human Rights (H) (n/a 04/05)
	DV411 Population and Development: An Analytical Approach (H)
	DV417 Global Civil Society (H)
	DV418 African Development (H)
	DV420 Complex Emergencies (H)
	DV421 HIV/AIDS and Other Emerging Health Threats (H)
	EU411 Ethnic Diversity and International Society (n/a 04/05)
	GV436 National and Ethnic Conflict Regulation (H) (C)
	GV442 Globalisation and Democracy (H)
	GV443 The State and Political Institutions in Latin America (H)
	GV465 Democracy and the Politics of National Self-Determination (H)
	GV4A7 Russia and the Post-Soviet State: Politics and Policy *
	IR405 Sovereignty, Rights and Justice
	IR412 International Institutions III
	IR422 Conflict and Peace Studies
	LL409 Human Rights in the Developing World
	LL445 International Criminal Law
	LL452 The International Law of Armed Conflict and the Use of Force
	LL453 International Protection of Human Rights
	LL454 Human Rights of Women
	LL461 United Nations Law
	LL468 Law of Human Rights in the United Kingdom (H)
	LL469 Theory, History and Practice of Human Rights (H)
	LL475 Terrorism and the Rule of Law (H)
	SA484 Child Rights, Child Poverty and Development
	SA4D5 Social Rights and Human Welfare (H)
	SO453 Gender and Post-Colonial Theory (H)
	SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)
	SO457 Political Reconciliation (H)
	SO499 Dissertation
4	Notes
	* subject to space

MSc Industrial Relations (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	ID400 Employment Relations
2	MI4M1 or MI4M2 Foundations of Social Research
3	Courses to the value of one full unit from: ID402 Organisational Behaviour and Change ID410 Management of Human Resources: Strategies and Policy (H)
	ID411 Comparative Human Resource Management (H)
	ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
	ID413 Labour Market Analysis: Pay (H)
	ID414 Industrial Psychology
	LL463 Collective Labour Law and Human Rights
4	ID499 Dissertation
5	ID500 Industrial Relations Seminar (not assessed)

MSc Industrial Relations and Personnel Management (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	ID400 British Industrial Relations
2	MI4M1 or MI4M2 Foundations of Social Research
3	Courses to the value of one full unit from: ID402 Organisational Behaviour and Change ID410 Management of Human Resources (H)
	ID411 Comparative Human Resource Management (H)
	ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
	ID413 Labour Market Analysis: Pay (H)
	ID414 Industrial Psychology
	LL463 Law of Management and Labour Relations
4	ID499 Dissertation

5 ID500 Industrial Relations Seminar (not assessed)

MSc International Employment Relations and Human Resource Management

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	ID400 Employment Relations
2 & 3	Courses to the value of two full units from the following: ID402 Organisational Behaviour and Change ID410 Management of Human Resources: Strategies and Policy (H)
	ID411 International and Comparative Human Resource Management (H)
	ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
	ID413 Labour Market Analysis: Pay (H)
	ID480 Collective Labour Law and Human Rights
	SO438 Sociology of Employment I: Social Relations at Work (H)
	SO439 Sociology of Employment II: Contemporary Management and Globalisation (H)
	A course from another programme §
4	ID499 Dissertation
Notes	§ means by special permission only.

MSc International Health Policy

Full-year programme. Students must take courses to the value of four full units (one of which includes a 6,000 word dissertation) as shown.

Paper	Course number and title
1	SA4D7 Foundations of Health Policy with Long Essay (H) (including a 6,000 word dissertation)
2	SA407 Health Systems and Policies I (H)
3	SA4D4 Health Systems and Policies II (H)
4-8	Courses to the value of two and a half units from the following: EC426 Public Economics I MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MN403 Negotiation Analysis (H) (C)
	SA405 European Social Policy
	SA408 Health Economics (H)
	SA427 Pharmaceutical Economics and Policy (H)
	SA4C3 Statistical Methods in Health Care Economic Evaluation (H)
	SA4C4 Cost-effectiveness Analysis in Health Care (H)
	SA4D1 Health and Population in Contemporary Developed Societies (H)
	SA4D2 Health and Population in Developing and Transitional Societies (H)
	SA4D3 Valuing Health (H)
	SA4D6 Health Systems and Policies in Developing Countries (H)
	SO455 Key Issues in Biomedicine, Bioscience and Society
	Another LSE course subject to the approval of the course tutor
	Selected linear and study units at London School of Hygiene subject to the approval of the course tutor

MSc International Health Policy (Health Economics)

Full-year programme. Students must take courses to the value of four units (one of which includes a 6,000 word dissertation) as shown.

Paper	Course number and title
1	SA4D7 Foundations of Health Policy with Long Essay (H) (including a 6,000 word dissertation)
2	SA407 Health Systems and Policies I (H)
3	SA4D4 Health Systems and Policies II (H)
4	SA408 Health Economics (H)
5	SA4C4 Cost-Effectiveness Analysis in Health Care (H)
6-8	Courses to the value of one and a half units from the following: MI451 Quantitative Analysis I: Description and Inference (H) MI452 Quantitative Analysis II: The Generalised Linear Model (H) SA427 Pharmaceutical Economics and Policy (H) SA4C3 Statistical Methods in Health Care Economic Evaluation (H)
	SA4D3 Valuing Health (H)
	SA4D6 Health Systems and Policies in Developing Countries (H)
	SO455 Key Issues in Biomedicine, Bioscience and Society
	Another LSE course subject to the approval of the course tutor.
	Selected linear and study units at London School of Hygiene subject to the approval of the course tutor.

MSc International Housing and Social Change

Full Year Programme. Students must take three compulsory half units, optional courses to the value of 1.5 units, non assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA4C5 International Housing and Social Change: Shelter Needs and Strategies (H)
2	SA4C6 International Housing and Human Settlements: Conflicts and Communities (H)
3	SA479 Development of Housing and Urban Renewal (H)
4	Courses to the value of 1.5 units from the following: SA422 Housing Economics and Finance (not with SA4C7) SA431 Housing Law (H) SA436 Planning and Regeneration (H) SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA4C7 Understanding Housing Finance and Economics (H) (not with SA422)
	Recommended options in the Social Policy Department/School depending on approval from Course Tutor.
5	SA4C1 Long Essay and the Research Process (not assessed) SA469 Housing Dissertation

MSc International Relations

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2 & 3	Two of the following: DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism * GV479 Nationalism *
	IR405 Sovereignty Rights and Justice
	IR406 Gender, Justice and War
	IR407 International Political Economy of the Environment
	IR408 Systemic Change: The Origins and Nature of the Cold War System and its End
	IR411 Foreign Policy Analysis III
	IR412 International Institutions III
	IR415 Strategic Aspects of international Relations
	IR416 The EU in the World
	IR418 International Politics: Asia and the Pacific
	IR419 The International Relations of the Middle East
	IR421 Concepts and Methods in International Relations (n/a 04/05)
	IR422 Conflict and Peace Studies
	IR425 Soviet and Post-Soviet Foreign Policy
	IR427 International Politics: Africa
	IR429 Economic Diplomacy
	IR430 History and Theory of European Integration (H)
	IR431 European Union Policy Making in a Global Context (H) (n/a 04/05)
	IR440 Internationalism and its Critics (n/a 04/05)
	IR441 International Society and World Society: English School Theory
	A course from another programme § *
4	IR499 Dissertation
Notes	§ means by special permission only. * means IR students can only take one DESTIN and one Government Department option.

MSc International Relations (Research)

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR410 International Politics
2	MI4M1 or MI4M2 Foundations of Social Research
3	One of the following: DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism GV479 Nationalism
	IR405 Sovereignty Rights and Justice
	IR406 Gender, Justice and War
	IR407 International Political Economy of the Environment
	IR411 Foreign Policy Analysis III
	IR412 International Institutions III

	IR415 Strategic Aspects of International Relations III
	IR416 The EU in the World
	IR418 International Politics: Asia and the Pacific
	IR419 The International Relations of the Middle East
	IR421 Concepts and Methods in International Relations (n/a 04/05)
	IR422 Conflict and Peace Studies
	IR425 Soviet and Post-Soviet Foreign Policy
	IR427 International Politics: Africa
	IR429 Economic Diplomacy
	IR430 History and Theory of European Integration (H)
	IR431 European Union Policy-Making in a Global Context (H) (n/a 04/05)
	IR440 Internationalism and its Critics (n/a 04/05)
	IR441 International Society and World Society: English School Theory
	A course from another programme §
4	IR499 Dissertation
Notes	§ means by special permission only.

MSc Law and Accounting

Full-year programme. Students must take four courses one of which will be examined in part by dissertation. The Core course will be examined by essay due by July 31 and a two-hour exam in May/June. Examinations in other courses may be in May/June or August/September depending on the regulations under which those courses fall.

Paper	Course number and title
1	LL440 Corporate Accountability: Topics in Legal and Accounting Regulation *
2	AC420 Corporate Financial Reporting † or AC490 Financial Reporting and Management: Management Accounting and Control (H) † and AC491 Financial Reporting and Management: Financial Reporting (H)
3	LL412 European Community Tax Law LL434 Employment Law LL437 Law of Corporate Finance LL439 Insolvency Law: Principles and Policy LL455 International Tax Law LL467 Law and Practice of International Finance LL484 Regulation of Financial Markets LL491 Taxation of Corporate Transactions LL492 Elements of Taxation LL494 Value Added Tax Any other LLM course from those offered at LSE subject to approval
4	Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following (or two half units) with approval: AC430 Corporate Finance and Asset Markets AC444 Valuation and Securities Analysis (H) AC445 Portfolio Management (H) LL406 Introduction to Regulation (H) LL407 Media and Communications Regulation (H) or GV403 Network Regulation (H) LL487 The European Company and Cross-Border Mergers in Europe (H) An LSE LLM or MSc course not listed here §
Notes	* To be examined by 10,000-word essay and a two-hour examination. † Prior knowledge of accounting needed. ‡ For those without prior knowledge of accounting. § means by special permission only.

MSc Law Anthropology and Society

Paper	Course number and title
1	AN438 Law in Society
2	Courses to the value of two full units selected from the following: LL400 Jurisprudence and Legal Theory LL402 Alternative Dispute Resolution LL416 Regulating New Medical Technologies (n/a 04/05) LL474 Modern Legal History LL462 Criminal Law, Criminology and Criminal Justice LL441 Comparative Law: Theory and Practice LL465 Law and Social Theory AN404 Anthropology: Theory and Ethnography AN402 The Anthropology of Religion AN407 The Anthropology of Economic Institutions and Social Transformation AN405 Kinship, Sex and Gender AN421 The Anthropology of Industrialisation and Industrial Life

AN430 The Anthropology of Governance in the Modern State (n/a 04/05)
Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.
3 Dissertation

LLM

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes in the *Calendar and Graduate Handbook* apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority. In order to obtain the degree, students must complete courses (see Course list below) to the value of four full units, which may comprise a combination of full and/or half courses. Students can complete the requirements either in one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years. Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below. Exceptionally, and subject to the same conditions, two complementary courses can be selected to replace two courses from the list below. All students are required to write a dissertation as the assessment for one of their full unit courses. To meet this requirement students may select a course for which the nominated assessment is a full unit dissertation. Alternatively, and with the permission of the Programme Director of the LLM, students may elect to substitute a dissertation for the nominated formal assessment for one of their courses. Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year. Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and obtain a certificate on successful completion. Students who achieve certificates for successful completion of four units within a period of six years will satisfy the requirements for the degree.

Examination

Students will be examined in courses to the total value of four full units. For courses assessed wholly by dissertation, the dissertation must be submitted by 1 September and must not exceed 15,000 words for a full unit course or 8,000 words for a half unit course. The dissertation must provide evidence of original work or a capacity for critical analysis. For courses assessed by written examination, the examination will normally be held in May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course. For courses examined in part by examination and in part by assessed essay, assessed essays must be submitted by the deadline specified in the regulations for the particular course. Students who submit a dissertation or an assessed essay as part of the LLM examination will be required, at the time of submission, to sign a statement on plagiarism. An oral examination may be held if the examiners so determine.

Degree certificate

Students who successfully complete the LLM examination may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student: Banking Law and Financial Regulation; Commercial Law; Corporate Law; Corporate and Commercial Law; Corporate and Securities Law; Criminology and Criminal Justice; European Law; Human Rights Law; Information Technology and Communications Law; International Business Law; Labour Law; Legal Theory; Public International Law; Public Law; Taxation.

Courses

LL400	Jurisprudence and Legal Theory
LL402	Alternative Dispute Resolution
LL403	Copyright and Related Rights
LL404	Criminal Procedure and Evidence
LL406	Introduction to Regulation (H)
LL407	Media and Communications Regulation (H)
LL409	Human Rights in the Developing World
LL410	The Law and Policy of International Courts and Tribunals (n/a 04/05)
LL411	Comparative Family Law (n/a 04/05)
LL412	European Community Tax Law
LL414	Interests in Securities
LL415	Compensation and the Law (n/a 04/05)

LL416	Regulating New Medical Technologies (n/a 04/05)
LL418	European Administrative Law
LL420	Legal Regulation of Information Technology
LL421	New Media Regulation (H)
LL422	Globalization, Regulation and Governance (H)
LL423	International Law: Theory and Practice
LL425	European Monetary and Financial Services Law (n/a 2004/05)
LL430	European Union Competition Law
LL432	Secured Financing in Commercial Transactions (n/a 2004/05)
LL433	International and Comparative Commercial Arbitration
LL434	Employment Law
LL435	Corporate Governance
LL437	Law of Corporate Finance
LL438	Fundamentals of International Business Law
LL439	Insolvency Law: Principles and Policy
LL441	Comparative Law: Theory and Practice
LL442	International Business Transactions I: Litigation
LL443	International Business Transactions II: Substantive Law
LL444	Constitutional Theory
LL445	International Criminal Law
LL446	Regulation: Legal and Political Aspects
LL447	International Economic Law
LL448	International Environmental Law
LL451	International Law of the Sea
LL452	The International Law of Armed Conflict and the Use of Force
LL453	International Protection of Human Rights
LL454	Human Rights of Women
LL455	International Tax Law
LL458	Mental Health Law
LL459	Constitutional and Institutional Law of the European Union
LL460	International Law and the Protection of Refugees, Displaced Persons and Migrants
LL461	United Nations Law
LL462	Criminal Law, Criminology and Criminal Justice
LL463	Collective Labour Law and Human Rights
LL464	Investment Funds Law in Europe
LL465	Law and Social Theory
LL466	Media Law
LL467	The Law and Practice of International Finance
LL468	Law of Human Rights in the UK (H)
LL469	The Theory, History and Practice of Human Rights Law (H)
LL470	Banking Law
LL474	Modern Legal History
LL475	Terrorism and the Rules of Law (H)
LL477	Second Self-standing Half Unit Dissertation, if permitted (H)*
LL478	Policing and Police Powers
LL479	Issues in Taxation
LL480	The Principles of Civil Litigation
LL484	Regulation of Financial Markets
LL488	Second Self-standing Full Unit Dissertation, if permitted *
LL490	Self-standing Full Unit Dissertation, if permitted *
LL491	Taxation of Corporate Transactions
LL492	Elements of Taxation
LL493	Tax and the Family
LL494	Value Added Tax
LL497	Self-standing Half Unit Dissertation, if permitted (H)*
LL4A1	LLM Subject Area Specialist Research Seminars †
LL4A2	LLM Dissertation Seminars ‡
LL4B2	Advanced Issues in European Union Law
LL4B3	EU Regulation of State Commercial Activities (H)
LL4B4	International Competition Law (H)
LL4B5	Internet and New Media Law
LL4B7	The European Company and Cross-Border Mergers in Europe (H)
LL4B8	Environmental Protection in the European Union: Law and Policy Developments (H)

Notes

* The opportunity to write a self-standing full unit or half unit dissertation is subject to the availability of a supervisor and the permission of the Programme Director of the LLM.
† Not assessed; part of LSE's extra curricular intellectual development.
‡ Not assessed; designed to develop relevant skills.

MSc Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

Paper	Course number and title
1	GY404 Seminar in Local Economic Development (H)
2	GY407 Managing Economic Development or GY408 European Economic Development Management
3	Elements to the value of 1 and a half units from the following list:

Students will normally choose a further course from those listed under paper 2 above or any of the related half-unit courses (GY409, GY410, GY413, GY415)
SO442 Global Cities (H) (n/a 04/05)
GY411 Urbanisation in the South
GY420 Environmental Regulation: Implementing Policy
GY422 Gender, Work and Urbanisation (H)
GY453 Geographical Aspects of Regional and Urban Planning (H)
MI451 Quantitative Analysis I: Description and Inference (H) or
MI452 Quantitative Analysis II: The Generalised Linear Model (H) or
MI453 Fundamentals of Research Design (H) or any other suitable methods course
A relevant course from another programme
4 GY499 Dissertation

MSc Management

Full-year programme. Students must take four compulsory half unit courses and optional courses to the value of two half units and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	Four half-unit compulsory papers: MN404 Incentives and Governance in Organisations (H) MN415 The Analysis of Strategy A (H) (C) MN416 The Analysis of Strategy B (H) (C) MN426 Design and Management of Organisations (H) One half-unit from the following list: MN403 Negotiation Analysis (H) MN413 International Marketing: A Strategic Approach (H) MN419 Systems Thinking and Strategic Modelling (H) MN401 Public Management Theory and Doctrine (H)
2	One half-unit from the following list: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) MN402 Contested Issues in Public Sector Management (H) MN414 International Marketing Research Topic (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Or a previously unchosen paper 2 course Any other course ‡
3	One half-unit from the following list: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) MN402 Contested Issues in Public Sector Management (H) MN414 International Marketing Research Topic (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Or a previously unchosen paper 2 course Any other course ‡
4	MN498 Dissertation and Case Study
Notes	† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned (under 'any other course'). ‡ means by special permission only.

MSc Management (CEMS/IMEX Route)

Full-year programme. Students must take two compulsory half unit courses and optional courses to the value of two full units, one unit of which will be taken at the exchange School, and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	Two courses from: MN403 Negotiation Analysis (H) (C) MN425 Business in the Global Environment (H) (C) MN419 Systems Thinking and Strategic Modelling (H)
2	Courses to the value of one full unit from: AC471 International Financial Reporting (H) MN409 Aspects of Human Resource Management (H) MN426 Design and Management of Organisations (H) Any other course that fits in with the time restrictions (CEMS and IMEX) and the academic requirements (CEMS) of the exchange programmes or a previously unchosen course from the paper 1 list.
3	MN424 Courses to the value of one unit to be taken at one of the CEMS/IMEX partner Schools
4	MN499 Dissertation

MSc Management (Public Sector)

This programme is not available 2004/05. Full-year programme. Students must take three compulsory half unit courses and optional courses to the value of three half units and a dissertation as shown. The examination for MN403 is held in January.

Paper	Course number and title
1	MN401 Public Management Theory and Doctrine (H) and MN402/GV494 Contested Issues in Public Management (H) (n/a 04/05)
2	MN403 Negotiation Analysis (H) (C)
3	Courses to the value of three half units from the following: AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) GV480 Introduction to Comparative Public Administration (H) GY407 Managing Economic Development GY408 European Economic Development Management GY409 Aspects of Managing Economic Development (H) GY410 Aspects of European Economic Development Management (H) GY413 Economic Development: Institutions, Network and Evaluation (H) GY415 Economic Development: Global Change and Local Response (H) MN404 Incentives and Governance in Organisations (H) MN413 International Marketing: A Strategic Approach (H) MN414 International Marketing Research Topic (H) MN415 The Analysis of Strategy A (H) (C) MN416 The Analysis of Strategy B (H) (C) MN419 Systems Thinking and Strategic Modelling (H) MN426 Design and Management of Organisations (H) OR411 Problem Structuring Methods (H) OR431 System Dynamics Modelling (H) Any other course ‡
4	MN499 Dissertation
Notes	‡ means by special permission only.

MSc Management and Regulation of Risk

Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as shown below. The dissertation must be submitted by 6 September.

Paper	Course number and title
1	AC403 Management and Regulation of Risk (includes dissertation)
2	Papers to the value of one full unit from the following list of quantitative courses: AC402 Financial Risk Analysis (H) AC404 Forecasting Financial Time Series (H) AC421 Applied Corporate Finance (H) AC430 Corporate Finance and Asset Markets AC442 Quantitative Methods for Finance and Risk Analysis (H) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC470 International Financial Reporting (H) AC472 International Finance (H) OR423 Topics in Decision Analysis (H) OR431 System Dynamic Modelling (H) ST409 Stochastic Processes (H)
3	Papers to the value of one full unit from the following list of qualitative courses: GY416 Hazard and Risk Management (n/a 04/05) GY444 Environmental Assessment in the Planning Process (H) or GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) GY420 Environmental Regulation: Implementing Policy LL435 Corporate Governance LL437 Law of Corporate Finance LL484 Regulation of Financial Markets OR405 Advanced Behavioural Decision Making OR411 Problem Structuring Methods (H) OR424 Analytic Frameworks for Policy Evaluation (H) SO425 Regulation, Risk and Economic Life (n/a 04/05)
4	Papers to the value of one full unit from those not selected in 2 or 3 above, or any other paper with the approval of the Programme Director.

MSc Management of Non-Governmental Organisations

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA435 NGO Management, Policy and Administration
2	SA452 Social Policy, Planning and Participation in Developing Countries
3	Courses to the value of one full unit from the following: ID403 Organisation Theory and Behaviour DV407 Poverty (H) DV420 Complex Emergencies (H) SA4D5 Social Rights and Human Welfare (H) One course from the MSc in Social Policy and Planning in Developing Countries A course from another programme *
4	SA4C1 Long Essay and the Research Process (not assessed) (option only possible within the constraints of the timetable)
5	SA470 Dissertation (1 September)
Notes	* means by special permission only.

MSc Media and Communications

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below. In addition, students are required to attend MC406 The Media Seminar.

Paper	Course number and title
1	MC400 Theories and Concepts in Media and Communications (Power and Processes)
2	Either MC4M1 Methods of Research in Media and Communications 1 (H) or MC4M5 Methods of Research in Media and Communications 2 (H) or MC4M6 Methods of Research in Media and Communications 3 (H)
3	Courses to the value of one and a half units from the following: GI403 Gender and the Media (H) GY434 Discourse Approaches to Environmental Planning (H) MC401 Citizenship and the Media (H) MC402 The Audience in Media and Communications (H) MC403 Contemporary Issues in Media Policy (H) MC404 Political Communication (H) MC405 Current Issues in Media and Communications (H) MC407 Perspectives on Alternative and Community Media (H) MC409 Media, Technology and Everyday Life (H) MC410 Globalisation, Regulation and Public Policy (H) (n/a 04/05) MC411 Media and Globalisation (H) (C) MC412 Media, Ritual and Public Life (H) MC413 New Media, Information and Knowledge Systems (H) (C) MC417 Democracy and the Media (H) (n/a 04/05) PS411 Social Psychology of the Media (H) PS415 The Social Psychology of Economic Life (H) PS429 The Social Psychology of Communication PS439 Science, Technology and Resistance (H) PS454 The Social Psychology of Public Communication (H) (n/a 04/05) SO420 Approaches to Globalization (H) SO433 Cultural Theory (H) Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers
4	MC406 The Media Seminar (Not examined)
5	MC499 Dissertation (10,000-15,000 words)
Notes	Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year.

MSc Media and Communications (Research)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below. In addition, students are required to attend MC406 The Media Seminar.

Paper	Course number and title
1	MC400 Theories and Concepts in Media and Communications (Power and Processes)
2	Either MC4M2 Advanced Methods of Research in Media and Communications 1 or MC4M3 Advanced Methods of Research in Media and Communications 2 or MC4M4 Advanced Methods of Research in Media and Communications 3
3	Courses to the value of one unit from the following: GI403 Gender and the Media (H)

GY434 Environmental Discourse (H)	
MC401 Citizenship and the Media (H)	
MC402 The Audience in Media and Communications (H)	
MC403 Contemporary Issues in Media Policy (H)	
MC404 Political Communication (H)	
MC405 Current Issues in Media and Communications (H)	
MC407 Perspectives on Alternative and Community Media (H)	
MC409 Media, Technology and Everyday Life (H)	
MC410 Globalisation, Regulation and Public Policy (H) (n/a 04/05)	
MC411 Media and Globalisation (H) (C)	
MC412 Media, Ritual and Public Life (H)	
MC413 New Media, Information and Knowledge Systems (H) (C)	
MC417 Democracy and the Media (H) (n/a 04/05)	
PS411 Social Psychology of the Media (H)	
PS415 The Social Psychology of Economic Life (H)	
PS429 The Social Psychology of Communication	
PS439 Science, Technology and Resistance (H)	
PS454 The Social Psychology of Public Communication (H) (n/a 04/05)	
SO420 Approaches to Globalization (H)	
SO433 Cultural Theory (H)	
Any other MSc level course which is offered in the School, subject to the consent of the candidate's teachers.	
MC406 The Media Seminar (Not examined)	
MC499 Dissertation (10,000-15,000 words)	
Notes	Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year.

MSc Media and Communications Regulation and Policy

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	MC408 Theories and Concepts in Media and Communications (Media and Power) (H)
2	MC414 Communications Regulation in Theory and Practice (H) (C)
3	Either MC4M1 Methods of Research in Media and Communications 1 (H) or MC4M5 Methods of Research in Media and Communications 2 (H) or MC4M6 Methods of Research in Media and Communications 3 (H)
4	LL406 Introduction to Regulation (H)
5	LL407 Media and Communications Regulation (H)
6	One half-unit from the following: GV403 Network Regulation (H) * LL421 New Media Regulation (H) MC401 Citizenship and the Media (H) MC403 Contemporary Issues in Media Policy (H) MC410 Globalisation, Regulation and Public Policy (H) (n/a 04/05) MC413 New Media, Information and Knowledge Systems (H) (C) MC417 Democracy and the Media (H) (n/a 04/05) SO420 Approaches to Globalization (H) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers
7	MC499 Dissertation
Notes	Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year. * Places on this course are limited. Priority will be given to students on MSc Public Policy and Administration and MSc Regulation.

MSc Media and Communications Regulation and Policy (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below. There are no optional courses on this programme.

Paper	Course number and title
1	MC408 Theories and Concepts in Media and Communications (Media and Power) (H)
2	MC414 Communications Regulation in Theory and Practice (H) (C)
3	Either MC4M2 Advanced Methods of Research in Media and

Communications 1 or MC4M3 Advanced Methods of Research in Media and Communications 2 or MC4M4 Advanced Methods of Research in Media and Communications 3	
4	LL406 Introduction to Regulation (H)
5	LL407 Media and Communications Regulation (H)
6	MC499 Dissertation (10,000-15,000 words)

MSc Nationalism and Ethnicity

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
1	GV479 Nationalism
2	Two of the following: EU411 Ethnic Diversity and International Society (n/a 04/05) GV446 The Politics of Empire and Post Imperialism HY424 The Napoleonic Empire: The Making of Modern Europe? IR440 Internationalism and its Critics (n/a 04/05) IR416 The EU in the World † or HY411 European Integration in the Twentieth Century ‡ GV4A1 Warfare, Religion and National Identity In the first term, either GV498 Multiculturalism, Nationalism and Citizenship (H) § or EU429 Spain: Politics, Governance and Europe (H) § and in the second term GV427 Democracy and Democratisation in East and South Asia (H) (C) § or GV464 Conflict and Consensus in Twentieth-Century Ireland (H) § or GV465 Democracy and the Politics of National Self-Determination (H) § or GV436 National and Ethnic Conflict Regulation (H) § or EU440 Greece and South East Europe: Government, Economy and Foreign Policy (H) A relevant course from another programme § GV499 Dissertation
3	Notes
Notes	† Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. § means by special permission only.

MSc New Media, Information and Society

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper	Course number and title
1	MC408 Theories and Concepts in Media and Communications (Media and Power) (H)
2	MC413 New Media, Information and Knowledge Systems (H) (C)
3	Either MC4M1 Methods of Research in Media and Communications 1 (H) or MC4M5 Methods of Research in Media and Communications 2 (H) or MC4M6 Methods of Research in Media and Communications 3 (H)
4	IS470 Information Systems (H)
5	IS481 Aspects of Information (H)
6	One half-unit from the following: IS486 Topics in Information Systems (H) IS489 Principles of Privacy and Data Protection (H) MC401 Citizenship and the Media (H) MC403 Contemporary Issues in Media Policy (H) MC409 Media, Technology and Everyday Life (H) MC414 Communications Regulation in Theory and Practice (H) (C) MC417 Democracy and the Media (H) (n/a 04/05) PS439 Science, Technology and Resistance (H) SO420 Approaches to Globalization (H) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers
7	MC499 Dissertation (10,000-15,000 words)
Notes	Please note that the availability of optional courses is dependent upon a number of factors and thus the Department of Media and Communications cannot guarantee that all options will be available each year.

MSc New Media, Information and Society (Research)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below. There are no optional courses

Paper	Course number and title
1	MC408 Theories and Concepts in Media and Communications (Media and Power) (H)
2	MC413 New Media, Information and Knowledge Systems (H) (C)
3	Either MC4M2 Advanced Methods of Research in Media and Communications 1 or MC4M3 Advanced Methods of Research in Media and Communications 2 or MC4M4 Advanced Methods of Research in Media and Communications 3
4	IS470 Information Systems (H)
5	IS481 Aspects of Information (H)
6	MC499 Dissertation (10,000-15,000 words)

MSc Operational Research

Full-year programme. Students are required to take four compulsory courses and optional courses to the value of three half units as shown.

Paper	Course number and title
1	OR401 Techniques of Operational Research (H)
2	OR402 Operational Research in Context † (H)
3	OR403 Computer Modelling in Operational Research ‡ (H)
4	OR404 Applied Operational Research ‡
5	Three of the following, of which at least one must be from the courses marked †: AC491 Financial Reporting and Management: Financial Reporting (H) ID404 Introduction to Organisational Analysis (H) IS471 Systems Development (H) OR405 Advanced Behavioural Decision Making † ‡ (H) OR406 Mathematical Programming † (H) OR408 Combinatorial Optimisation † (H) OR409 Dynamic Processes and Game Theory † (H) OR411 Problem Structuring Methods † (H) OR414 Advanced Topics in Operational Research † ‡ (H) (n/a 04/05) OR423 Topics in Decision Analysis † (H) OR424 Analytic Frameworks for Policy Evaluation † ‡ (H) OR431 System Dynamics Modelling † ‡ (H) ST402 Principles and Methods of Statistical Practice † * (H) ST415 Surveys and Experiments in Social Research (H) ST417 Statistical Sources and Packages † ‡* (H) ST422 Time Series (H) A course from any other MSc programme §
Notes	† Examined entirely by means of essays and project reports ‡ This is an extended practical project which will be introduced in the summer term and worked on throughout the summer * Not to be taken by students who specialised in Statistics in their first degree § means by special permission only.

MSc Organisational and Social Psychology

Full-year programme. Students must take three compulsory courses (PS404, PS443, PS4M3 or PS4M7) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS404 Organisational Social Psychology
2	PS443 Modern Social Psychology (H) ‡
3	PS4M3 Methods of Research and Quantitative Analysis B1 (H) or PS4M7 Methods of Research and Quantitative Analysis B2 (H)
4	Courses to the value of one full unit from the following: PS400 Contemporary Social Psychology (1 unit) PS410 Social Representation (H) (n/a 04/05) PS411 Social Psychology of the Media (H) PS413 The Psychology of Gender (H) (n/a 04/05) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) (n/a 04/05) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) PS445 Organisational and Social Decision Making (H) (n/a 04/05) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS451 Cognition and Culture (H) PS454 The Social Psychology of Public Communication (H) (n/a 04/05)

	PS460 Social Psychology of Racism, Multiculture and Resistance (H)
	Courses to the value of one full unit from another programme (subject to the approval of the candidate's Programme Director)
5	PS434 Research Report
Notes	‡ Students who opt for Contemporary Social Psychology do not take Modern Social Psychology and take one other half unit course.

MSc Organisational and Social Psychology (Research)

First year programme. Courses 1, 2 and 5 as for MSc Organisational and Social Psychology plus PS4M1 Methods of Research and Quantitative Analysis A1 or PS4M2 Methods of Research and Quantitative Analysis A2 and one half-unit course chosen from those listed under paper 4 above.

MSc Philosophy and History of Science

Full-year programme taught jointly with King's College London. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1, 2 & 3	Three of the following: PH400 Philosophy of Science and Scientific Method ‡ PH402 Philosophical Logic and Metaphysics * (n/a 04/05) PH403 Philosophy of Mathematics PH404 History of Science ‡ Either PH405 Philosophy of the Social Sciences or PH413 Philosophy of Economics PH407 Foundations of Probability PH408 Mathematical Logic * PH409 Philosophical Foundations of Physics PH411 Philosophy of Biological and Cognitive Sciences PH419 Set Theory and Further Logic * (n/a 04/05) PH420 Special Topics in the Philosophy of Natural and Social Science
4	PH499 Dissertation
Notes	‡ Students must take at least one of PH400 and PH404. * runs in alternate years.

MSc Philosophy of the Social Sciences

Full-year programme. Students must take three courses, a compulsory seminar and a dissertation as shown.

Paper	Course number and title
1, 2 & 3	Three papers selected with the approval of the candidate's tutor from the following: PH400 Philosophy of Science and Scientific Method PH402 Philosophical Logic and Metaphysics † (n/a 04/05) PH404 History of Science PH405 Philosophy of the Social Sciences ‡ PH407 Foundations of Probability PH408 Mathematical Logic † PH411 Philosophy of the Biological and Cognitive Sciences PH413 Philosophy of Economics ‡ PH416 Philosophy, Morals and Politics PH419 Set Theory and Further Logic † (n/a 04/05) PH420 Special Topics in the Philosophy of Natural and Social Science EH477 History of Economics: From Moral Philosophy to Social Science An approved paper from outside the Department of Philosophy §*
4	PH422 Philosophical Research and Writing: Philosophy of Social Science
5	PH499 Dissertation
Notes	‡ Students must take at least one of PH405 and PH413 * May not be taken in conjunction with EH477 § means by special permission only. † runs in alternative years.

MSc Philosophy, Policy and Social Value

Full-year programme. Students must take two compulsory courses, one optional course, one compulsory seminar and a dissertation as shown.

Paper	Course number and title
1	PH415 Philosophy and Public Policy
2	PH416 Philosophy, Morals and Politics
3	One of the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics By special permission, given the specific interests and

	background training of the student, it may be possible to substitute a course from some other Department at LSE in place of one of the three listed above.
4	PH421 Philosophical Research and Writing: Philosophy, Policy and Social Value.
5	PH499 Dissertation

MSc Political Sociology

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	SO407 Contemporary Political Sociology: Theories and Research Strategies
2 & 3	Two of the following: GV479 Nationalism MC400 Theories and Concepts in Media and Communications (Power and Processes) SO401 Social Research Methods SO404 Sociology of Development (n/a 04/05) SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO424 Foundations and Key Issues in Human Rights SO425 Regulation, Risk and Economic Life (n/a 04/05) SO453 Gender and Post-Colonial Theory (H) SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H) SO457 Political Reconciliation (H) SO458 Gender and Societies (H) SO459 Gender, Identity and Difference (H) Or another appropriate MSc course with the approval of the Programme Director and of the relevant teacher
4	SO499 Dissertation

MSc Political Theory

Full-year programme. Students must take five courses and a compulsory seminar and dissertation as shown. Part-time students may take up to four courses in their first year.

Paper	Course number and title
1, 2, 3, 4 & 5	Choose five of the following but no more than three in any one term: GI406 Feminist Political Theory (H) (n/a 04/05) GV408 Contemporary Disputes about Justice (H) GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) GV413 Methods and Controversies in the History of Political Thought: The Anglo-American Tradition (H) (n/a 04/05) GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (n/a 04/05) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (H) GV418 Political Thinking in Britain to the end of the Twentieth Century (H) GV425 Legitimation and Government (H) GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (n/a 04/05) GV473 Contemporary Political Philosophy and the Body (H) GV475 Mill's Liberalism (H) (n/a 04/05) GV476 Twentieth-Century European Liberal Thought (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV4A3 Social Choice Theory and Democracy (H) GV486 Kant's Political Philosophy (H) GV487 The Liberal Idea of Freedom (H) A half-unit course from the Government or another department §
6	GV405 Methods in Political Theory Seminar (H)
7	GV499 Dissertation
Notes	§ means by special permission only.

MSc Political Theory (Research)

Full-year programme. Students must take the full-unit course MI4M1 or MI4M2 Foundations of Social Research, GV405 Methods of Political Theory Seminar (H), GV499 Dissertation and three half-unit courses from those listed as papers 1-5 for MSc Political Theory (see Political Theory).

MSc Politics and Communication

This programme is not running in 2004/05

Students will be examined on elements to the value of four units over one full year or two years part-time.

Paper	Course number and title
1	MC404 Political Communication (H)
2	MC408 Theories and Concepts in Media and Communications (Media Power) (H)
3	MC417 Democracy and the Media (H) (n/a 04/05)
4	Either MC4M1 Methods of Research in Media and Communications (H) or MC4M5 Methods of Research in Media and Communications 2 (H) or MC4M6 Methods of Research in Media and Communications 3 (H)
5	Options to the value of one unit: Media and Communications: MC401 Citizenship and the Media (H) MC402 The Audience in Media and Communications (H) MC403 Contemporary Issues in Media Policy (H) MC409 Media, Technology and Everyday Life (H) MC411 Media and Globalisation (H) MC412 Media, Ritual and Public Life (H) MC413 New Media, Information and Knowledge Systems (H) Government: GV425 Legitimation and Government (H) GV427 Democracy and Democratisation in East and South-East Asia (H) GV460 Politics and Policy in Britain (H) + GV479 Nationalism + GV4A2 Citizens Political Behaviour in Europe: Elections, Public Opinion and Identity (H) * MC406 The Media Seminar (not examined) MC499 Dissertation
6-7	
Notes	Students following the part-time programme may, with the approval of the school, take the examination in two parts. The first part will normally consist of papers to the value of two units, taken after completion of courses for those papers. The second part will consist of the remaining papers and the dissertation, and will be taken in the final year of the programme. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she is entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next following examination except where the School has granted permission for the candidate to defer re-entry. + will be convened by new teachers and will be offered subject to their agreement. * subject to overall numbers

MSc Politics of the World Economy

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2 & 3	Two of the following: DV413 Institutions, Environmental Change and Development (H) and DV415 Institutions and the Global Environment (H) GV446 The Politics of Empire and Post-Imperialism IR407 International Political Economy of the Environment IR429 Economic Diplomacy IR441 International Society and World Society: English School Theory IR451 Politics of Money in the World Economy IR457 The Politics of International Trade IR460 Comparative Political Economy A course from another programme § IR499 Dissertation
4	
Notes	§ means by special permission only.

MSc Politics of the World Economy (Research)

Full-year programme. Students must take three compulsory courses and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper	Course number and title
1	IR450 International Political Economy
2	IR460 Comparative Political Economy

3	MI4M1 or MI4M2 Foundations of Social Research
4	IR499 Dissertation
Notes	§ means by special permission only.

MSc Population and Development

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	DV400 Development: Theory, History and Policy *
2	Two half-units from: DV411 Population and Development: An Analytic Approach (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C) SA493 Population Trends and Processes in the Developing World (H)
3	Two half-units or one full unit from: Any courses not taken from 2 above DV407 Poverty (H) DV413 Institutions, Environmental Change and Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats SA460 Urbanisation and Social Planning SA485 Methods for Population Planning (H) SA4A8 Gender, International Social Policy and Development (H) SA4B2 Family, Change and Society (H) (n/a 04/05) SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and Transitional Societies (H) SA4D6 Health Systems and Policies in Developing Countries (H) An approved course from another discipline *
4	SA4C1 Long Essay and the Research Process (not assessed)
5	SA499 Dissertation on Population and Development (1 September)
Notes	* means by special permission only.

MSc The Practice of International Affairs

Paper	Course number and title
1	Either IR429 Economic Diplomacy or IR411 Foreign Policy Analysis
2 & 3	Two of the following: IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 The International Relations of the Middle East IR425 Soviet and Post Soviet Foreign Policy IR427 International Politics of Africa IR451 Politics of Money in the World Economy IR457 Politics of International Trade Any other subject approved by the student's supervisor and the course teachers
4	IR499 Dissertation

MPA Public and Economic Policy

This programme has two branches. Branch 1 is a full-time, 21 month programme. Under Branch 2 students can enrol in the full-time LSE/SIPA (Columbia University) Dual Degree MPA programme whereby students spend one academic year at each institution. Students admitted to this programme through LSE must spend their first academic year at LSE and their second academic year at Columbia University.

Branch 1 - 21-Month programme at LSE

Year 1	
Paper	Course number and title
1	GV478 Political Science and Public Policy
2	GV4B1 Leadership, Ethics and Practical Policy Management I
3	MI460 Quantitative Approaches and Policy Analysis
4	EC440 Micro and Macro Economics (for Public Policy)
5	Students choose 1 unit from the approved options courses or seek approval from their Programme Supervisor and the Course Convenor to enrol in another option. Note: All courses may not be offered each year and are subject to cancellation and substitution. Welfare State Policies SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA448 Foundations of Social Service Policy (H) SA461 Voluntary Sector Policy and Administration SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) SA4B9 Education Policy, Reform and Financing (H)

Urban Policy

- GY430 Contemporary Urbanism
 GY433 Planning for Sustainable Cities (H)
 GY457 Applied Urban and Regional Economics
 GY454 Urban Policy and Planning (H)
 SA422 Housing Economics and Finance
 SA4A3 Social and Political Aspects of Regional and Urban Planning (H)
 AN421 The Anthropology of Industrialisation and Industrial Life (H)

Environmental Policy

- DV413 Institutions, Environmental Change and Development (H)
 DV415 Institutions and the Global Environment (H)
 GY420 Environmental Regulation: Implementing Policy
 GY423 Environmental Evaluation of Economic Development
 GY433 Planning for Sustainable Cities (H)
 GY444 Environmental Assessment in the Planning Process (H)
 GY456 Issues in Environmental Regulation (H)

International Policy

- IR412 International Institutions III
 IR429 Economic Diplomacy
 IR451 Politics of Money in the World Economy
 IR457 Politics of International Trade
 IR460 Comparative Political Economy

Development Policy

- AN407 The Anthropology of Economic Institutions and Social Transformation
 DV400 Development Theory: History and Policy
 DV407 Poverty (H)
 DV409 Economic Development Policy***
 AN436 The Anthropology of Development (H)
 DV420 Complex Emergencies (H)
 EC428 Development and Growth**
 GY421 Gender and Development: Geographical Perspectives (H)
 SA435 NGO Management, Policy and Administration
 SA452 Social Policy, Planning and Participation in Developing Countries

Economic Policy

- EC402 Methods of Economic Investigation I**
 EC411 Microeconomics I**
 EC413 Macroeconomics I**
 EC421 International Economics**
 EC424 Monetary Economics**
 EC426 Public Economics**
 EC427 The Economics of Industry**
 EH459 Financial and Business History: America, Europe and Japan
 GY455 Economic Aspects of Project Appraisal (H)
 ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)
 ID413 Labour Market Analysis: Pay (H)
 PH413 Philosophy of Economics

Regulatory Policy

- GV403 Network Regulation (H)
 LL446 Regulation: Legal and Political Aspects
 LL406 Introduction to Regulation (H)
 LL407 Media and Communications Regulation (H)
 LL421 New Media Regulation (H)
 MC403 Contemporary Issues in Media Policy (H)
 MC410 Globalisation, Regulation and Public Policy (H)
 SO425 Regulation, Risk and Economic Life (n/a 04/05)

Governance

- GV442 Globalisation and Democracy (H)
 GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (n/a 04/05)
 GV480 Introduction to Comparative Public Administration (H)
 GV482 Public Choice and Public Policy II: Advanced Topics (H) ***
 GV484 Government and Politics in the USA (H) (n/a 04/05)
 GV485 US Public Policy (H) (C)
 GV477 Comparative Public Policy Change (H) ***
 PH415 Philosophy and Public Policy
 MC400 Theories and Concepts in Media and Communications
 AN430 The Anthropology of Governance in the Modern State (H)

European Union

- EU420 European Union Law (H)
 EU421 Policy Making in the EU (H)
 EU441 The Political Economy of the EU Enlargement (H)
 EU442 The Political Economy of European Integration
 EU443 European Models of Capitalism (H)
 GV471 Institutional Politics in the European Union: A Rational Choice Approach (H) (n/a 04/05)
 IR416 International Politics of Western Europe

Management of Organisations

- GV483 Public Management Theory and Doctrine (H)
 GV494 Contested Issues in Public Management (H)
 ID402 Organizational Behaviour and Change
 ID414 Industrial Psychology (H)
 ID410 Management of Human Resources (H)
 ID411 International and Comparative Human Resource Management (H)
 MN404 Incentives and Governance in Organisations (B) (H)
 MN415 The Analysis of Strategy (A) (H) (C)
 MN416 The Analysis of Strategy (B)** (C)
 AN421 The Anthropology of Industrialisation and Industrial Life (H)
 6 GV485 MPA Dissertation of not more than 20,000 words (2 units)
 7 GV483 MPA Capstone Project

Notes

** Because of the extremely demanding standard of LSE Economics, these options are available only to students with very good first degrees in Economics and with the permission of the MSc Economics tutor. Admission to the pre-course or the term courses is not guaranteed. Any student wishing to take these courses must be admitted to the September course in Mathematics, Statistics, Economics (EC 400) or Econometrics at the beginning of their first or second year and pass the course examinations (50%). Students taking more than 1 Economics option must take one of EC402, EC411 or EC413. *** Courses have prerequisites or pre-screening assessment.

Year 2

Paper	Course number and title
1	Three option courses (see listing above) (3 units)
2	GV4B2 Leadership, Ethics and Practical Policy Management II
3	GV4B3 MPA Capstone Project
4	GV4B5 MPA Dissertation of not more than 20,000 words (2 units)

Branch 2 - LSE/ Columbia Dual Degree MPA Programme (Version 1)

For students applying to and accepted through LSE. Students will spend their first year at LSE and follow the curriculum below. Students will spend their second year at Columbia University and follow Columbia University's second year curriculum.

Paper	Course number and title
1	GV478 Political Science and Public Policy
2	GV4B1 Leadership, Ethics and Practical Policy Management I
3	MI460 Quantitative Approaches and Policy Analysis
4	EC440 Micro and Macro Economics (for Public Policy)
5	One option course totalling 1 unit (see listing above)
6	GV4B4 MPA Dissertation of not more than 10,000 words

Branch 2 - LSE/ Columbia Dual Degree MPA Programme (Version 2)

For students applying to and accepted through Columbia University. Students will spend their first year at Columbia University and follow Columbia University's first year curriculum. Students will spend their second year at LSE and follow the curriculum below.

Paper	Course number and title
1	Three options courses (see listing above) (3 units)
2	GV4B2 Leadership, Ethics and Practical Policy Management II
3	GV4B3 MPA Capstone Project
4	GV4B4 MPA Dissertation of not more than 10,000 words

MSc Public Financial Policy

For students first registered on or before October 2002.

Academic-year programme lasting two years. Not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6. Students are required to attend the September Course and take EC400 and EC401 (withdrawn), normally before the start of the first year. Each student will be advised at the point admission about the level of course in papers 2, 3 and 4 that he or she will be required to take. No student may take any course prefixed by EC4 without attending the September Course and passing the examinations in Mathematics and Statistics. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200 level courses and 50 or higher in all 400 level courses. A lower mark in a single paper may be condoned by a higher mark in another.

Paper Course number and title

Year 1 (2002/03)

1	EC404 Current Economic Issues I
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2	EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC411 Microeconomics for MSc Students or EC412 Microeconomics II (withdrawn)
3	EC210 Macroeconomic Principles or EC413 Macroeconomics for MSc Students or EC414 Macroeconomics II (withdrawn)
4	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC403 Methods of Economic Investigation II
Year 2 (2003/04)	
5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7 & 8	Approved papers to the value of two full units †
Notes	

† Students who took all core courses (papers 2, 3, and 4) at 200 level in their first year must take a 400 level core course in their second year and will normally be expected to take EC411. Other students may take any courses, subject to timetabling availability and with the permission of the course lecturer and approval of the MSc Programme Director.

MSc Public Financial Policy

For students commencing October 2003 or later.

Academic-year programme lasting two years. Not available part-time. Students must take courses to the value of four units each year and complete a dissertation linked to paper 6. Students are required to attend EC400, the September Introductory Course before the start of the first year. Each student will be advised at the point of admission about the level of courses in papers 1, 2 and 3 that he or she will be required to take. No student may take any course prefixed by EC4XX without attending EC400 and passing the examinations.

No more than one of EC441, EC442 or EC443 may be taken. All students must write a dissertation in their second year as part of paper 6. Each year of the programme is classified independently. Candidates who successfully complete the examinations at the end of the first year will be awarded the LSE Diploma in Public Financial Policy. To be eligible to proceed into the second year, candidates must achieve marks of 60 or higher in all 200-level courses and 50 or higher in all 400-level courses. A lower mark in a single paper may be condoned by a high mark in another, per the examination regulations.

Paper Course number and title

Year 1

1	EC201 Microeconomic Principles I or EC411 Microeconomics for MSc Students or EC441 Advanced Microeconomics †
2	EC210 Macroeconomic Principles or EC413 Macroeconomics for MSc Students or EC442 Advanced Macroeconomics †
3	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or EC443 Advanced Econometrics †
4	Approved papers+ to the value of one unit, usually drawn from: IR460 Comparative Political Economy * EH416 Markets and States in Developing Economies since 1880 (n/a 04/05) GV481 Public Choice and Public Policy I (H) with either GV482 Public Choice and Public Policy II (H) or EH487 International Economic Institutions since World War I (H)
Year 2	
5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7	EC404 Current Economic Issues
8	Any other approved paper +#
Notes	
† Students must obtain the permission of the relevant course proprietor.	
# Students who took all core courses (papers 1, 2 and 3) at EC200-level in their first year must take an EC4XX-level core course in their second year and will normally be expected to take EC411.	
+ Subject to course availability from other LSE departments. Also subject to timetabling availability vis-a-vis papers 1, 2 & 3 in the first year and papers 5, 6 & 7 in the second year. Papers 4 and 8 require the permission of the course lecturer and the approval of the MSc Programme Director.	
* Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned.	

MSc Public Policy and Administration

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take up to four courses in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 & 5 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered. Where a candidate already has a substantial background in policy or administrative analysis (or in other exceptional circumstances), he/she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 below a paper from 4 & 5 or from the MSc in Social Policy and Planning or from any of the courses offered by the Department of Government. Any paper so substituted shall be taken at the time when it is normally taken by other candidates.

Paper	Course number and title
1, 2, 3	Courses to the value of 1.5 units from the following core courses: GV477 Comparative Public Policy Change (H) GV480 Introduction to Comparative Public Administration (H) GV481 Public Choice and Public Policy I - Introduction (H) GV482 Public Choice and Public Policy II - Advanced Topics (H) GV483/MN401 Public Management Theory and Doctrine (H)
4 & 5	Courses to the value of one unit from the following: One of the courses listed above which has not already been taken GV403 Network Regulation (H) GV441 The State and Prosperity (H) GV471 Institutional Politics in the European Union - A Rational Choice Approach (H) (n/a 04/05) GV484 Government and Politics in the USA (H) (n/a 04/05) GV485 US Public Policy (H) (C) GV494/MN402 Contested Issues in Public Management (H) (n/a 04/05) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A3 Social Choice Theory and Democracy (H) EU421 Policy-making in the European Union (H) EU443 European Models of Capitalism LL406 Introduction to Regulation (H) LL407 Media and Communication Regulation (H) SA405 European Social Policy (counts as two courses) SA4A3 Social and Political Aspects of Regional and Urban Planning (H)
6	GV4M1 or GV4M2 Skills Course (H) †
7	GV499 Dissertation
Notes † This is compulsory for all students.	

MSc Public Policy and Administration (Research)

Full-year programme. Students should refer to the Public Policy and Administration regulations and follow these, with the following two changes: MI4M1 or MI4M2 replace GV4M1/ GV4M2. Students take one half unit from the list under courses 4 & 5.

MSc Real Estate Economics and Finance

Full-year programme. Students must take three compulsory courses and one optional half-unit course and a dissertation as shown.

Paper	Course number and title
1	GV457 Applied Urban and Regional Economics
2	AC430 Corporate Finance and Asset Markets (including AC430.B on Real Estate Finance)
3	GV458 Real Property Market Practice (H) A relevant half-unit course where offered §
4	GV499 Dissertation
Notes § means by special permission only.	

MSc Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY495 Research Methods in Planning.

Paper	Course number and title
1	EC436 The Economics of Regional and Urban Planning (H)
2	GV453 Geographical Aspects of Regional and Urban Planning (H)
3	SA4A3 Social and Political Aspects of Regional and Urban Planning (H) GV454 Urban Policy and Planning (H)
5	Two of the following: EC437 Economic Aspects of Urban Change (H)

	EU419 Socio-economic Cohesion Policies in the EU (H)
	GY415 Economic Development: Global Change and Local Response (H)
	GY413 Economic Development: Institutions, Networks and Evaluation (H)
	GY431 Cities, People and Poverty in the South (H)
	GY455 Economic Aspects of Project Appraisal (H)
	GY456 Issues in Environmental Regulation (H)
	SA464 Current Issues in Housing and Urban Policy (H)
	SO452 Urban Infrastructure (H)
	A half-unit course from another programme at the discretion of the Programme Director §
6	GY495 Research Methods in Planning (non-assessed but compulsory)
7	GY499 Dissertation
Notes	§ means by special permission only.

MSc Regional Science

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

Paper	Course number and title
1	GY460 Techniques of Spatial Economic Analysis (H)
2	GY457 Applied Urban and Regional Economics
3	GY407 Managing Economic Development or GY408 European Economic Development Management
4	Subjects to the value of one half-unit from another programme subject to the approval of the Programme Director
5	GY499 Dissertation

MSc Regulation

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Courses to the value of two full units from the following: Environmental Regulation DV413 Institutions: Environmental change and Development (H) DV415 Institutions and the Global Environment (H) GY416 Hazard and Risk Management (n/a 04/05) GY420 Environmental Regulation: Implementing Policy GY453 Geographical Aspects of Regional and Urban Planning (H) LL448 International Environmental Law Financial and Commercial Regulation AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance LL420 Legal Regulation of Information Technology LL484 Regulation of Financial Markets SO425 Regulation, Risk and Economic Life Social Regulation AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and Social Transformation GY414 Gender, Space and Society ID480 Collective Labour Law and Human Rights LL478 Policing and Police Powers SA403 Criminal Justice Policy SA405 European Social Policy
4	MI451 Quantitative Analysis 1: Description and Inference (H) and MI401 Concepts and Methods of Social Inquiry (H)
5	LL499 Dissertation
Notes	Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate. ‡ Students taking this course must have a law degree. § means by special permission only.

MSc Risk and Stochastics

Students must take courses to the value of four full units.

Paper	Course number and title
1	ST409 Stochastic Processes (H)
2	ST431 Risk Theory I
3	ST432 Risk Theory II
4	ST433 Risk Theory Project
5&6	Two of the following: AC402 Financial Risk Analysis (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) ST402 Principles and Methods of Statistical Practice (H) ST422 Time Series (H)

MSc Russian and Post-Soviet Studies

Full-year programme. Students must take GV4A7 plus optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU451 Post-Communist Politics and Policies in preparation for the dissertation.

Paper	Course number and title
1	GV4A7 Russia and the Post-Soviet States: Politics and Policy
2 & 3	Courses to the value of two full units from the following: EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (H)

§ means by special permission only.

MSc Regulation (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	GV488 Law and Politics of Regulation
2 & 3	Courses to the value of one full unit from the following: Environmental Regulation DV413 Institutions: Environmental change and Development (H) DV415 Institutions and the Global Environment (H) GY416 Hazard and Risk Management (n/a 04/05) GY420 Environmental Regulation: Implementing Policy GY453 Geographical Aspects of Regional and Urban Planning (H) LL448 International Environmental Law Financial and Commercial Regulation AC490 Financial Reporting and Management: Management Accounting and Control (H) or AC492 Principles of Finance LL484 Regulation of Financial Markets SO425 Regulation, Risk and Economic Life Social Regulation AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformation

GY414 Gender, Space and Society
ID480 Collective Labour Law and Human Rights
LL478 Policing and Police Powers
SA403 Criminal Justice Policy
SA405 European Social Policy

Utilities Regulation
GV403 Network Regulation (H)
LL407 Media and Communications Regulation (H)
LL421 New Media Regulation (H)
LL430 European Community Competition Law ‡
LL483 EU Regulation of State Commercial Activities (H)

Government and Law
GV477 Comparative Public Policy Change (H)
GV481 Public Choice and Public Policy I - Introduction (H)
GV482 Public Choice and Public Policy II - Advanced Topics (H)
GV483 Public Management Theory and Doctrine (H)
LL400 Jurisprudence and Legal Theory
LL465 Law and Social Theory
LL474 Modern Legal History A course from another programme §

MI451 Quantitative Analysis 1: Description and Inference (H) and MI401 Concepts and Methods of Social Inquiry (H)
LL499 Dissertation
Notes: Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate. ‡ Students taking this course must have a law degree. § means by special permission only.

MSc Risk and Stochastics

Students must take courses to the value of four full units.

Paper	Course number and title
1	ST409 Stochastic Processes (H)
2	ST431 Risk Theory I
3	ST432 Risk Theory II
4	ST433 Risk Theory Project
5&6	Two of the following: AC402 Financial Risk Analysis (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) ST402 Principles and Methods of Statistical Practice (H) ST422 Time Series (H)

MSc Russian and Post-Soviet Studies

Full-year programme. Students must take GV4A7 plus optional courses to the value of two full units and a dissertation as shown. Additionally, all students must take EU451 Post-Communist Politics and Policies in preparation for the dissertation.

Paper	Course number and title
1	GV4A7 Russia and the Post-Soviet States: Politics and Policy
2 & 3	Courses to the value of two full units from the following: EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (H)

	Courses to the value of one full unit from another programme (subject to the approval of the candidate's Programme Director)
5	PS408 Research Report: MSc Social and Public Communication

MSc Social and Public Communication (Research)

Full year programme. Students must take three compulsory courses (PS429, PS443, PS4M1 or PS4M2) and one half-unit option course and a dissertation as shown.

Paper	Course number and title
1	PS429 Social Psychology of Communication
2	PS443 Modern Social Psychology (H)
3	Either PS4M1 Methods of Research and Quantitative Analysis A1 or PS4M2 Methods of Research and Quantitative Analysis A2
4	One half-unit course to be selected from the following: MC404 Political Communication (H) PS410 Social Representations (H) (n/a 04/05) PS411 The Social Psychology of the Media (H) PS413 The Psychology of Gender (H) (n/a 04/05) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) (n/a 04/05) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) PS445 Organisational and Social Decision Making (H) (n/a 04/05) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS451 Cognition and Culture (H) PS460 Social Psychology of Racism, Multiculture and Resistance (H)
5	PS408 Research Report: MSc Social and Public Communication You are allowed to take courses as outside options, up to the value of one half-unit from another programme (subject to the approval of the convenor of the outside course).

MSc Social Anthropology

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	AN404 Anthropology: Theory and Ethnography
2	One of the following: AN402 The Anthropology of Religion AN405 Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 Economic Institutions and Social Transformation
3	One or two of the following to the value of one full unit: A paper from 2 above not already taken AN409 The Anthropology of the Mediterranean with special reference to Greece and Cyprus (H) (n/a 04/05) AN410 The Anthropology of Madagascar (H) (n/a 04/05) AN411 Research Methods in Social Anthropology (H) (n/a 04/05) AN412 The Anthropology of Death (H) (n/a 04/05) AN413 The Anthropology of Conflict, Revolution and War (H) (n/a 04/05) AN414 The Anthropology of Art and Communication (H) (n/a 04/05) AN415 The Anthropology of India AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 04/05) AN418 Cognition and Anthropology (H) AN419 The Anthropology of Christianity (H) AN420 The Anthropology of South-East Asia (H) (n/a 04/05) AN421 The Anthropology of Industrialisation and Industrial Life (H) AN422 The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 04/05) AN424 The Anthropology of Melanesia (H) (n/a 04/05) AN425 The Anthropology of China (H) (n/a 04/05) AN426 Film and Photography in Anthropological Practice and Theory (H) (n/a 04/05) AN427 The Anthropology of South-West Asian and North African Societies (H) (n/a 04/05) AN429 The Anthropology of Southern Africa (H) (n/a 04/05) AN430 The Anthropology of Governance in the Modern State (n/a 04/05)

	GV446 The Politics of Empire and Post Imperialism *
	GV479 Nationalism *
	GV4A8 Nationalism, Political Violence and Terrorism (H)
	HY431 The Cold War and the Third World Revolutions, 1960-1990
	HY434 The Rise and Fall of Communism in Europe 1917-1990
	IR425 Soviet and Post-Soviet Foreign Policy †
	SO417 Contemporary Russian Society: Key Issues and Development Trends
	A relevant course from another programme §
	GV499 Dissertation
4	Notes † Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. § means by special permission of the RPSS programme convenor only. * means subject to space.

MSc Russian and Post-Soviet Studies (Research)

Full-year course.

Paper	Course number and title
1	GV4A7 Russia and the Post-Soviet States: Politics and Policy
2	MI4M1 or MI4M2 Foundations of Social Research
3	Courses to the value of one full unit from: EU400 The Political Economy of Transition GV439 Government and Politics in Eastern Europe (H) GV446 The Politics of Empire and Post Imperialism * GV479 Nationalism * GV4A8 Nationalism, Political Violence and Terrorism (H) HY431 The Cold War and the Third World Revolutions, 1960-1990 IR425 Soviet and Post-Soviet Foreign Policy † SO417 Contemporary Russian Society: Key Issues and Development Trends
	A relevant course from another programme §
	GV499 Dissertation
4	Notes † Please note that the International Relations (IR) Department permits non-IR students to take only one IR option, subject to availability of space on the course concerned. Therefore, if a non-IR student selects the IR course that is listed as an option above, they will not be allowed to take another IR course under 'a relevant course from another programme' and vice versa. * means subject to space. § means by special permission of the RPSS programme convenor only

MSc Social and Public Communication

Full year programme. Students are required to take three compulsory courses (PS429, PS443 and PS4M3 or PS4M7) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS429 Social Psychology of Communication
2	PS443 Modern Social Psychology (H)
3	Either PS4M3 Methods of Research and Quantitative Analysis B1 or PS4M7 Methods of Research and Quantitative Analysis B2
4	Courses to the value of one full unit from the following: MC404 Political Communication (H) PS400 Contemporary Social Psychology (H) PS410 Social Representations (H) (n/a 04/05) PS411 The Social Psychology of the Media (H) PS413 The Psychology of Gender (H) (n/a 04/05) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) (n/a 04/05) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) PS445 Organisational and Social Decision Making (H) (n/a 04/05) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS451 Cognition and Culture (H) PS460 Social Psychology of Racism, Multiculture and Resistance (H)

4	Notes
	Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate. ‡ means can only be taken by students with a Law degree.

	AN431 The Anthropology of Lowlands Latin America (H) (n/a 04/05)
	AN432 Anthropological Linguistics (H) (n/a 04/05)
	AN433 Anthropological Theories of Exchange (H) (n/a 04/05)
	AN434 The Anthropology of East and Central Africa (H) (n/a 04/05)
	AN435 The Anthropology of Agrarian Development and Social Change (H) (n/a 04/05)
	AN436 The Anthropology of Development (H)
	AN439 Anthropology and Human Rights (H) (n/a 04/05)
	AN440 Anthropology of Civil Society, the State and Citizenship (n/a 04/05)
4	AN499 Dissertation

MSc Social Anthropology (Research)

Full-year programme. Students must take the following five courses.

Paper	Course number and title
1	MI461 Quantitative Analysis (Anthropology) 1 or MI462 Quantitative Analysis (Anthropology) 2
2	MI463 Fundamentals of Research Design (Anthropology)
3	AN441 Anthropological Fieldwork Methods
4	AN442 Supervised Reading Course and Fieldwork Preparation
5	AN443 Research Proposal

MSc Social Policy (Research)

Full-year programme.

Paper	Course number and title
1	SA451 Social Policy Research
2	MI4M1 or MI4M2 Foundations of Social Research
3	Either SA471 Social Policy and Planning- Long Essay or SA472 Social Policy and Planning in Developing Countries: Dissertation
4	Courses to the value of one full unit from the following: DV411 Population and Development (H) SA402 Social Policies for Ageing Populations (H) (n/a 04/05) SA403 Criminal Justice Policy SA405 European Social Policy SA408 Health Economics (H) SA409 Social Security Policies (H) SA427 Pharmaceutical Economics and Policy (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA431 Housing Law (H) SA433 Management Studies and Management Skills SA435 NGO Management, Policy and Administration SA436 Planning and Regeneration (H) SA441 Planning Studies SA445 Social Planning for Rural Development SA446 Psychology and Crime SA447 Foundations of Health Policy (H) SA448 Foundations of Social Service Policy (H) (n/a 04/05) SA452 Social Policy Planning and Participation in Developing Countries SA460 Urbanisation and Social Planning SA461 Voluntary Sector Policy and Administration SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA479 The Development of Housing Urban Renewal (H) SA485 Methods for Population Planning (H) SA488 Social Policy: Goals and Issues (H) SA493 Population, Trends and Processes in the Developing World (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A8 Gender, International Social Policy and Development (H) SA4A9 Gender and European Welfare States (H) SA4B2 Family, Change and Society (H) (n/a 04/05) SA4B8 Ethnicity, 'Race' and Social Policy (H) (n/a 04/05) SA4B9 Education Policy, Reform and Financing (H) SA4C2 Basic Education and Social Development (H) (n/a 04/05) SA4C9 Social Policy: Organisation and Innovation (H) SA4D5 Social Rights and Human Welfare (H)

MSc Social Policy and Planning

Full-year programme. Students must take the two half unit compulsory courses, attend non-assessed course SA4C1, optional courses to the value of two full units and a dissertation as shown.

Paper	Course number and title
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1	Compulsory courses SA488 Social Policy: Goals and Issues (H) SA4C9 Social Policy: Organisation and Innovation (H)
2	Optional courses Choose to the value of two full units from the following courses: GY454 Urban Policy and Planning (H) SA403 Criminal Justice Policy SA405 European Social Policy SA407 Health Systems and Policies I (H) SA409 Social Security Policies (H) SA429 Social Exclusion, Inequalities and the 'Underclass' Debate (H) SA448 Foundations of Social Service Policy (H) (n/a 04/05) SA451 Social Policy Research SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA479 The Development of Housing and Urban Renewal (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) SA4B2 Family, Change and Society (H) (n/a 04/05) SA4B4 Child Rights, Child Poverty and Development SA4B8 Ethnicity, 'Race' and Social Policy (H) (n/a 04/05) SA4B9 Education Policy, Reform and Financing (H) SA4D4 Health Systems and Policies II (H) SA4D5 Social Rights and Human Welfare (H) SO409 Crime and Society: Concepts and Method Or a full- or half-unit course from another MSc programme subject to approval of Tutor *
3	SA471 Social Policy and Planning Dissertation (10,000 words) to be handed in 1 September
4	SA4C1 Long Essay and the Research Process (not assessed)
Notes	* may only be taken with permission of teacher and MSc Programme Tutor.

MSc Social Policy and Planning in Developing Countries

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA452 Social Policy, Planning and Participation in Developing Countries †
2	Courses to the value of two full units from the following: SA4C8 Globalisation and Social Policy (H) SA4D5 Social Rights and Human Welfare (H) Any course within the Department of Social Policy A paper from another programme *
3	SA4C1 Long Essay and the Research Process (not assessed)
4	SA472 Social Policy and Planning in Developing Countries: Dissertation (1 September)
Notes	† Required coursework must be submitted on the last day of Week 9, Lent term. * means by special permission only.

MSc Social Psychology

Full-year programme. Students are required to take two compulsory courses (PS400, PS4M1 or PS4M2) and optional courses to the value of one full unit and a dissertation as shown.

Paper	Course number and title
1	PS400 Contemporary Social Psychology
2	Either PS4M1 Methods of Research and Quantitative Analysis A1 or PS4M2 Methods of Research and Quantitative Analysis A2
3	Two of the following: PS410 Social Representations (H) (n/a 04/05) PS411 The Social Psychology of the Media (H) PS413 The Psychology of Gender (H) (n/a 04/05) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) (n/a 04/05) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) PS446 Issues in Organisational and Social Psychology: Organisational Life PS451 Cognition and Culture (H) PS454 The Social Psychology of Public Communication (H) (n/a 04/05)

	PS460 Social Psychology of Racism, Multiculture and Resistance (H)
	A course from another programme (subject to the approval of the Candidate's Programme Director)
4	PS433 Research Report

MSc Social Research Methods (Philosophy)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	Two of the following: MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	Courses to the value of one full unit from the following: PH400 Philosophy of Science and Scientific Method PH405 Philosophy of the Social Sciences PH407 Foundations of Probability PH413 Philosophy of Economics
4	MI499 Dissertation (August)
Notes	§ means by special permission only.

MSc Social Research Methods (Social Policy)

Full-year programme. Students are required to take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	SA451 Social Policy Research
4	MI499 Dissertation (August)
Notes	§ means by special permission only.

MSc Social Research Methods (Social Psychology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	Courses to the value of one full unit from the following: PS404 Organisational Social Psychology PS411 Social Psychology of the Media (H) MC402 The Audience in Media and Communications (H) PS413 Psychology of Gender (H) (n/a 04/05) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS439 Science, Technology and Resistance (H) PS443 Modern Social Psychology (H) PS445 Organisational and Social Decision Making (H) (n/a 04/05)
4	MI499 Dissertation (August)
Notes	§ means by special permission only.

MSc Social Research Methods (Sociology)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	Two of the following: MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	Courses to the value of one full unit from the following: SO403 Social Analysis of Industrial Societies (n/a 04/05) SO404 Sociology of Development (n/a 04/05) SO407 Contemporary Political Sociology: Theories and Research Strategies SO408 Sociology of Religion SO409 Crime and Society: Concepts and Method SO438 Sociology of Employment I: Social Relations at Work (H) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) SO458 Gender and Societies (H) SO459 Gender, Identity and Difference (H)
4	MI499 Dissertation (August)
Notes	§ means by special permission only.

MSc Social Research Methods (Statistics)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown. Courses shown under paper 1 are examined by a combination of formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation or by an unseen exam in May/June.

Paper	Course number and title
1	MI452 Quantitative Analysis 2: The Generalized Linear Model (H) and MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or approved courses in Statistics to the value of one full unit §
2	MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H)
3	Any approved graduate level courses in Statistics to the value of one unit, for example: ST415 Surveys and Experiments in Social Research (H) ST416 Multilevel Models (H) ST417 Statistical Sources and Packages (H) or other approved Statistics courses
4	MI499 Dissertation (August)
Notes	§ means by special permission only.

MSc Sociology

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper	Course number and title
1	SO401 Social Research Methods
2 & 3	Courses to the value of two full units from the following: GV479 Nationalism SO403 Social Analysis of Industrial Societies (n/a 04/05) SO407 Contemporary Political Sociology: Theories and Research Strategies SO408 Sociology of Religion SO409 Crime and Society: Concepts and Method SO417 Contemporary Russian Society: Key Issues and Developmental Trends SO418 Genes and Society SO420 Approaches to Globalisation SO424 Foundations and Key Issues in Human Rights SO425 Regulation, Risk and Economic Life (n/a 04/05) SO426 Sociological Theory Part I (H) SO427 Sociological Theory Part II (H) (n/a 04/05) SO430 Economic Sociology (H) SO433 Cultural Theory (H) SO435 Culture and Economy (H) SO436 Sociology of Consumption (H) SO438 Sociology of Employment I: Social Relations at Work (H) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) SO451 Urban Morphologies (H) SO453 Gender and Post-Colonial Theory (H)

SO454 The Family and the Life Course (n/a 04/05)
SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)
SO457 Political Reconciliation (H)
SO458 Gender and Societies (H)
SO459 Gender, Identity and Difference (H)
SO499 Dissertation

MSc Sociology (Research)

This is a full-year programme (one year full-time, two years part-time). Students will be required to take courses to the value of three full units and a dissertation as shown.

Paper	Course number and title
1	SO401 Social Research Methods
2	MI451 Quantitative Analysis 1 (H)
3	MI452 Quantitative Analysis 2 (H)
4	Sociology option(s) to the value of one unit
5	SO499 Dissertation

MSc Statistics

Academic-year programme. Students must take courses to the value of four full units.

Paper	Course number and title
1	ST417 Statistical Sources and Packages (H)
2	ST402 Principles and Methods of Statistical Practice (H)
3	Courses to the value of one full unit from the following: ST404 Sampling Theory and Practice (H) ST405 Multivariate Analysis (H) ST409 Stochastic Processes (H) ST411 Regression, Diagnostics and Generalised Linear Modelling (H) ST415 Surveys and Experiments in Social Research (H) ST422 Time Series (H)
4	Courses to the value of two full units from the following: Courses listed under 3 above not already taken EC484 Econometric Analysis OR406 Mathematical Programming (H) SA481 Basic Population Analysis (H) (n/a 04/05) ST416 Multilevel Models (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST499 Dissertation (submission in June) A Mathematics course (with permission) (H) A Methodology course (with permission) (H)

MSc Statistics (Research)

Full-year programme. Students must take courses to the value of four full units.

Paper	Course number and title
1, 2, 3	As MSc Statistics
4	One half unit from those listed under 4 above (except ST499)
5	MI453 Fundamentals of Research Design (H) or MI401 Concepts and Methods of Social Inquiry (H)
6	ST499 Dissertation

MSc Theory and History of International Relations

Full-year programme. Students must take two compulsory papers, one optional paper and a dissertation as shown.

Paper	Course number and title
1	HY400 International History in the Twentieth Century
2	IR411 Foreign Policy Analysis or IR429 Economic Policy
3	One of the following, to be chosen from either section 1 or 2 Section 1: HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954 (n/a 04/05) HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War (n/a 04/05) HY414 French External Relations in the Era of de Gaulle, 1940-1969 HY422 Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989 (n/a 04/05) HY426 The European Enlightenment, c. 1680-1830 (n/a 04/05) HY429 Anglo-American Relations from World War to Cold War, 1939-91

HY430 The Marshall Plan, the Cold War and the Making of Post-War Europe (n/a 04/05)
HY431 The Cold War and Third World Revolutions, 1960-1990
HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995
HY433 Cultural Encounters from the Renaissance to the Modern World
HY434 The Rise and Fall of Communism in Europe 1917-1990
HY435 Political Islam: From Mohamed Abduh to Osama bin Laden
HY436 Race, Violence and Colonial Rule in Africa

Section 2:

GV479 Nationalism
IR405 Sovereignty Rights and Justice
IR412 International Institutions III
IR415 Strategic Aspects of International Relations III
IR416 The EU in the World
IR418 International Politics: Asia and the Pacific
IR419 International Relations of the Middle East
IR421 Concepts and Methods in International Relations (n/a 04/05)
IR422 Conflict and Peace Studies
IR425 Soviet and Post-Soviet Foreign Policy
IR427 International Politics: Africa
IR431 European Policy-making in a Global Context (H) (n/a 04/05)
IR441 International Society and World Society: English School Theory
HY499 Dissertation

4

MSc Urbanisation and Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation. Paper 1 is compulsory. Students wishing to take courses worth more than one full unit from outside Geography must seek approval of the Course Director.

Paper	Course number and title
1	GY411 Third World Urbanisation
2	GY440 Urban Policy and Development in the South (H)
3	1.5 units from among the following courses: GY421 Gender and Development: Geographical Perspectives (H) GY414 Gender, Space and Society GY415 Economic Development: Global Change and Local Response (H) GY433 Planning for Sustainable Cities (H) GY435 Environment and Development: Economics and Institutions GY436 Aspects of Nationalism, Democracy and Development in India GY454 Urban Policy and Planning (H) EC437 Economic Aspects of Urban Change (H) SA479 The Development of the Housing Policy (H) GY499 Dissertation on an approved topic

4

MSc Voluntary Sector Organisation

Full-year programme. Students must take the three compulsory courses to the value of two units, optional courses to the value of one full unit, non-assessed course SA4C1 and a dissertation as shown.

Paper	Course number and title
1	SA461 Voluntary Sector Policy and Administration
2	SA488 Social Policy: Goals and Issues (H) SA4C9 Social Policy: Organisation and Innovation (H)
3	Course(s) to the value of one full unit from the following: ID403 Organisational Theory and Behaviour A course from the MSc in Social Policy and Planning not already taken A course from another programme *
4	SA4C1 Long Essay and the Research Process (not assessed) (Option only possible for full-time students within the constraints of the timetable.)
5	SA475 Dissertation (1 September)
Notes	* means by special permission only.

Key to Taught Masters Regulations

(H) means a half-unit course
(C) means this course is capped
(n/a 04/05) means not available in the 2004/05 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Taught Masters Course Guides 2004/05

Course guides

Taught Masters Course Guides are applicable to Taught Masters, Diploma and Research Programmes. Please refer to individual Programme Regulations to determine which Course Guides are relevant.

AC402 Half Unit**Financial Risk Analysis**

This information is for the 2004/05 session.

Teacher responsible: Professor H S Shin A350

Availability: This is an optional course in MSc Management and Regulation of Risk, MSc Accounting and Finance, MSc Applicable Mathematics, MSc Risk and Stochastics and MSc Finance and Economics.

Pre requisites: The course assumes a knowledge of finance theory as taught in **Corporate Finance and Asset Markets** (AC430) and basic statistics and mathematics (calculus, linear algebra).

Core syllabus: This course treats methods of financial risk assessment including: advanced risk measurement for fixed income and derivative instruments, credit risk modelling, advanced methods for risk adjusted capital allocation, and modelling systemic and liquidity risk. This course shares some topics with **Quantitative Methods in Finance and Risk Analysis** (AC442). The two can be taken in sequence as a two-term, in depth treatment of the subject.

Content: The course will include a selection of:

- Conceptual foundations: diversification, hedging and their limits
- Value at Risk and capital allocation
- Term structure models
- VaR and extreme values for fixed income portfolios and derivatives
- Credit risk (scoring, structural models, ratings based models, intensity models)
- Modelling liquidity risk and systematic risk.

Teaching: Lectures weekly in LT (20 hours). Classes (10 hours).

Reading list: Course readings will vary from year to year depending upon the topics covered. Useful references are J Hull, *Options, Futures and Other Derivatives* (3rd edn); P Jorion, *Value at Risk*; M Crouhy, D Galai & R Mark, *Risk Management*.

Assessment: Individual projects (25%) and a 90-minute written exam in ST (75%). For MSc Finance and Economics students, individual projects (25%) and a 90-minute written exam in ST (75%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC403**Management and Regulation of Risk**

This information is for the 2004/05 session.

Teacher responsible: Professor H S Shin, A350

Availability: This is the core course for the MSc Management and Regulation of Risk. The course is not open to other students.

Core syllabus: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas.

Content: *Section A. Risk and Regulation: Introduction and Overview:* Sets out the problem of risk management and regulation. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both. *Section B. Financial Risk Analysis:* Examines issues in financial risk including risk and regulation in the insurance markets; tools of financial risk management, including diversification, hedging and capital provisions; risk measurement for financial instruments (market risk, value at risk); credit risk, ratings and credit derivatives; operational and business risk; regulation and systemic risk.

Section C. Financial Market Regulation: Discusses notions of risk in a legal setting and the role and enforcement of legal rules in financial regulation; understanding regulatory strategies and linkages between regulation and risk management; the application of regulatory and risk management tools. *Section D. Organisations and Manufactured Risk: Health, Safety and Environmental Risk and Regulation:* Provides an understanding of: the management of risk to health and human safety; a systems based approach to variety among risk regulation regimes; how and why regulation regimes fail; and issues relating to reform of risk regulation regimes. Also, examines: the emergence and evolution of contemporary approaches to environmental policy and management; strengths and weaknesses of the instruments and tools used in contemporary frameworks; environmental risk regulation in the UK and US.

Section E: Strategy, Control and Risk in Organisations: Provides a strategic management perspective on risk analysis and management, including an

examination of strategic visioning. Also considers: issues of enforced self-regulation as a method of risk management with reference to occupational health and safety regulation; risk management and decision making in organisations; enterprise-wide risk management and auditing. *Section F: Process Methodologies for Risk Analysis and Management:* Explores the meaning of risk as perceived by different agents; methods of dealing with risky situations; decision analysis in risky situations; complex risk and its management; problem structuring methods and how they can provide decision support.

Teaching: The course consists of 21 seminars in MT, LT and ST, six hours of classes in MT and approximately 15 hours of practitioner seminars.

Written work: A substantial (10,000 word essay) is an integral part of the course and represents 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome.

Reading list: M Crouhy, D Galai & R Mark, *Risk Management* (McGraw-Hill, 2001); S Dawson, *Analysing Organisations* (Macmillan, 1996); S French, *Readings in Decision Analysis* (Chapman and Hall, 1989); C Hood & D K Jones, *Accident and Design* (UCL Press, 1996); B Hutter, *Regulation and Risk: Occupational Health and Safety Regulation on the Railways* (Oxford University Press, 2001); M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment* (Blackwell, 2000); P Jorion, *Value at Risk* (McGraw-Hill, 1997); M Power, *The Audit Society: Rituals of Verification* (Oxford University Press, 1997); J Rosenhead (Ed), *Rational Analysis for a Problematic World* (Wiley, 1989); B A Turner & N F Pidgeon, *Man-made Disasters* (Butterworth-Heinemann, 1997); R Welford & A Gouldson, *Environmental Management and Business Strategy* (Pitman Publishing, 1993).

Assessment: A two-hour unseen examination in June and an essay of not more than 10,000 words on a topic agreed with the course director. Each of these will represent 50% of the final mark for the course.

AC404 Half Unit**Forecasting Financial Time Series**

This information is for the 2004/05 session.

Teacher responsible: Dr A J Patton, A209

Availability: Intended for students on the MSc Finance and Economics, MSc Accounting and Finance and MSc Management and Regulation of Risk.

Pre requisites: The first half of AC437 Financial Econometrics, or alternatively AC442 Quantitative Methods for Finance and Risk Analysis, is a required prerequisite. Students who can demonstrate comparable background may be granted an exemption from this requirement.

Core syllabus: This course will examine the techniques involved with forecasting key variables in finance. In particular, commonly used models for financial time series and methods of evaluating and comparing forecasts will be studied.

Content: The following topics will be covered: introduction to time series analysis; the efficient markets hypothesis and market forecastability; models of financial market volatility; methods of evaluating and comparing forecasts; market risk models; models of financial market correlations and dependence; univariate and multivariate density forecasting; high-frequency data analysis.

Teaching: Teaching: 30 hours of combined lectures/classes in the LT.

Written work: Students will be asked to give a short presentation based on one of the topics covered in the course.

Reading list: The primary text for this course is R S Tsay, *Analysis of Financial Time Series*, Wiley, 2002 with some additional material taken from F X Diebold, *Elements of Forecasting, South-Western, 2001*. Some journal articles may also be used.

Assessment: A two-hour written examination in the ST (100%). For MSc Finance and Economics students, a two hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC410**Management Accounting, Strategy and Organizational Control**

This information is for the 2004/05 session.

Teachers responsible: Professor M Bromwich, A382, Professor T Hemmer, A205 and Mr J Dent, A452

Availability: Intended for students on the MSc Accounting and Finance and MSc Law and Accounting. Other students may be admitted if they have sufficient background knowledge acquired at the undergraduate level.

Core syllabus: Aims to provide an advanced overview of current research and practice in the area of management accounting, strategy and organisational control. Particular emphasis is given to the economic analysis of management accounting and to strategic and organisational aspects of control systems design.

Content: *Economic Perspective:* Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. Accounting and E-business. Game theory and agency relationships; agency theory and its role in the analysis of risk sharing and goal congruence; the role of information in agency relationships and in performance measurement. Pre and post-decision information disclosure. New developments in divisional performance evaluation and in setting top management rewards.

Strategic and Organisational Perspective: The analysis of business strategy, positional and resource-based perspectives. The process and politics of strategic decisions. Strategy formation as a longitudinal process. Emergent strategy. Elements of control systems design. The evolution of planning and control systems. Strategy and control. Control systems and organisation design. Styles of control, performance measurement and the balanced scorecard. Control systems and organisational change.

Contingency theories of management accounting and control. International differences in management accounting and control. Strategy, organisation and control in global firms. Detailed choice of subjects will be determined by those lecturing on the course. Elements of this part of the course may be modified to focus more on agency theory and imperfect contracting.

Teaching: 21 meetings (AC410) of three hours Sessional. A total of about 15 weekly classes (AC410.A).

Written work: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term are assessed, but the grades will not count towards the overall course assessment.

Reading list: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: R S Kaplan & A A Atkinson, *Advanced Management Accounting* (3rd edn, Prentice-Hall, 1998); R Cooper & R S Kaplan, *The Design of Cost Management Systems* (2nd edn, Prentice-Hall, 1999); M Bromwich & A Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R Simons, *Performance Measurement & Control Systems for Implementing Strategy*, (Prentice Hall, 2000).

Assessment: A three-hour written examination in the ST.

AC420**Corporate Financial Reporting**

This information is for the 2004/05 session.

Teachers responsible: Professor M Bromwich, A382, Dr J Horton, Y208 and Dr K Kothavala, A211

Availability: Anyone on the MSc programmes in Accounting and Finance subject to satisfactory completion of any required preliminary reading. Other students may be admitted if they have a substantial knowledge of financial accounting acquired at undergraduate level.

Core syllabus: The course examines the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the UK and USA).

Content: The course studies the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports and the nature of the resulting statements, rather than on the technicalities of preparing financial statements. Knowledge of the basic accounting statements is assumed. Some technical accounting issues will be examined in detail, for example mergers and acquisitions; specific topics may include different accounting treatments across jurisdictions, relating economic events to financial statements and current controversies in international standard setting. Some topical issues and current controversies will be discussed including new and proposed accounting standards.

The main theoretical perspectives examined are: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and

behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, including signalling and disclosure, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting. Illustrations are provided of how these theories are used in standard setting and in valuation. Detailed choice of subjects will be determined by those lecturing on the course.

Teaching: 21 lectures of two-hours each, sessional (AC420), and 20 classes (AC420.A) of one-hour.

Written work: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature and illustrating their effects numerically. At least four pieces of work, based on these assignments, are collected for assessment.

Reading list: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, *Financial Reporting: An Accounting Revolution* (3rd edn, Prentice-Hall, 1998); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Garland, 1997); W Scott, *Financial Accounting Theory*, (Prentice Hall, 1997); R L Watts & J L Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment: A three-hour plus 15 minutes reading time written examination in the ST.

AC421 Half Unit**Applied Corporate Finance**

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics and MSc Management and Regulation of Risk.

Pre requisites: This is an applied advanced course and a thorough understanding of the major theoretical issues and concepts is required. The course is primarily seen as a complement to **Corporate Finance and Asset Markets** (AC430). Coverage of the material in this course is normally required as a prerequisite.

Core syllabus: Provides a thorough grounding in recent developments in applied corporate finance.

Content: The course involves a study of the empirical corporate finance literature and case studies. It will examine valuation techniques, capital structure and payout policy, raising capital, going public, financial risk management by firms, corporate governance, takeovers and insolvency.

Teaching: 20 hours of lectures and 10 hours of classes in MT.

Written work: Class papers and case based research are required.

Reading list: Articles from journals and readings from D H Chew, *The New Corporate Finance: Where Theory Meets Practice* (3rd edn, McGraw Hill); M Grinblatt & S Titman, *Financial Markets and Corporate Strategy*, (2nd edn, McGraw Hill).

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC430**Corporate Finance and Asset Markets**

This information is for the 2004/05 session.

Teachers responsible: Dr J L G Board, E309 and Professor A Faure-Grimaud, S475

Availability: Intended for students on the MSc Accounting and Finance and MSc Management and Regulation of Risk. Other students may be admitted if they can demonstrate knowledge of finance acquired at undergraduate level.

Core syllabus: Aims to provide a grounding in the investment and financing aspects of corporate finance theory. More advanced presentations of some of the topics covered are available in other finance courses offered by the Department.

Content: Topics covered include: capital budgeting techniques; the effects of tax and inflation on investment appraisal; the use of portfolio theory and the capital asset pricing model in capital budgeting; the role of efficient markets in project appraisal; arbitrage and asset pricing; options. The financing decisions of the corporate finance manager which are covered include: financial markets and methods of issue; corporate debt and dividend policy; the choice of debt and equity securities; the impact of tax and inflation on financing instruments; and the decision to go public. Finally the course will cover recent corporate governance issues.

Written work: At least two pieces of work per term will be assessed.

Teaching: 40 hours of lectures (AC430) in the MT and LT plus 20 classes

(AC430.A) in which case studies and journal articles will be discussed. Students are expected to make presentations at these classes.

Reading list: Students are advised to purchase the following book: M Grinblatt & S Titman, *Financial Markets and Corporate Strategy*, McGraw-Hill, 2001.

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: A three-hour written examination in the ST.

AC436**Financial Economics**

This information is for the 2004/05 session.

Teachers responsible: Dr J-P Zigrand, A454a and Rohit Rahi, A351

Availability: Exclusively for MSc Finance and Economics students.

Pre requisites: Mathematical background to the level of the September Courses in Mathematics and Quantitative Methods for Finance is assumed.

Core syllabus: A required graduate course for the MSc Finance and Economics program, on investors' behaviour, market equilibrium, and securities pricing in intertemporal settings.

Content: Will encompass topics in choice under uncertainty, complete and incomplete asset markets, mean-variance portfolio theory and equilibrium asset pricing, Modigliani-Miller theorems and pricing with no arbitrage, intertemporal asset pricing, Black-Scholes option and other contingent claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest rate linked and other derivative securities.

Teaching: 40 hours of lectures, 20 hours of classes.

Written work: 15 problem sets in classes.

Reading list: Will be based on: Teaching notes, as well as C Huang & R Litzberger, *Foundations for Financial Economics*, North-Holland, 1988; T Bjork, *Arbitrage Theory in Continuous Time*, Oxford University Press, 1998; M Baxter & A Rennie, *Financial Calculus*, Cambridge University Press, 1996; and some journal articles.

Assessment: A three-hour written examination in the ST.

AC437**Financial Econometrics**

This information is for the 2004/05 session.

Teachers responsible: Professor G Connor, A353 and others

Availability: Exclusively for MSc Finance and Economics students.

Pre requisites: Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core syllabus: The techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing models.

Content: The course includes a selection of the following topics: multivariate regression, maximum likelihood estimation, Wald, Likelihood Ratio, and Lagrange Multiplier tests, systems of simultaneous equations, Generalised Method of Moments, time-series modelling, GARCH, Markov switching models, co-integration, tests of the efficient markets model, econometric tests of CAPM and APT, factor models, models of high frequency returns data.

Teaching: Lectures AC437: 40 hours of lectures MT and LT. Classes AC437A: 20 one-hour sessions.

Written work: Exercises are provided each week and they are discussed in class.

Reading list: A reading list is available at the beginning of session.

Assessment: A three-hour written examination in the ST.

AC440 Half Unit Not available in 2004/05**Corporate Finance Theory**

This information is for the 2004/05 session.

Teacher responsible: Professor D Webb, R413

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics and MSc Finance and Economics (Research).

Pre requisites: This is an advanced course; students will be expected to have a strong background in Micro Economics and be comfortable with mathematical arguments. Coverage of the material in the course entitled **Corporate Finance and Asset Markets** is normally required as a prerequisite for this course.

Core syllabus: Provides a thorough grounding in recent developments in the theory of corporate finance.

Content: The course involves an advanced development of theories of corporate capital structure and corporate governance, going public, takeovers and insolvency. The development of these theories involves applying the modern theories of agency, asymmetric information and game theoretic ideas. Applications of the economics of incomplete contracts to the problems of ownership and control and financial decisions will also be developed.

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Written work: Written answers to problems will be expected on a weekly basis. There will also be a Christmas assignment.

Reading list: No one book covers the entire course, students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course. A set of lecture notes and a study pack of journal articles will be provided. Some additional material can be found in O D Hart, *Firms Contracts and Finance Structure* (Oxford University Press, 1995) and C W Smith, *The Modern Theory of Corporate Finance* (McGraw-Hill, 1990).

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC441 Half Unit**Derivatives**

This information is for the 2004/05 session.

Teacher responsible: Dr J-P Zigrand, A454a

Availability: Intended for students on the MSc Accounting and Finance.

Pre requisites: This is a more advanced course. Students will be expected to show some familiarity with statistics and calculus.

Core syllabus: Provides a thorough grounding in the theory of derivatives pricing and hedging.

Content: This course develops the theories of no-arbitrage asset pricing. Particular emphasis is placed on pricing within a multi-period, mostly continuous-time, framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation by PDE and martingale methods. These asset pricing methods are applied to the pricing of vanilla and exotic options and corporate liabilities, forwards, futures, as well as fixed income derivatives. The uses of derivatives in hedging and risk-management are discussed as well.

Teaching: 20 hours of lectures and 10 hours of class Teaching in the LT.

Written work: Weekly problem sets in classes (10).

Reading list: Teaching notes will be distributed. No one book covers the entire course. Books recommended include, in increasing level of difficulty, K Redhead, *Financial Derivatives* (Prentice-Hall, 1997); J Hull, *Options Futures and Other Derivatives* (5th edn, Prentice-Hall, 2003) and M Baxter & A Rennie, *Financial Calculus* (Cambridge University Press, 1996). For an introduction to the mathematical techniques, S N Neftci, *An Introduction to the Mathematics of Financial Derivatives* (Academic Press, 1996), may be useful.

Assessment: A two-hour written examination in the ST.

AC442 Half Unit**Quantitative Methods for Finance and Risk Analysis**

This information is for the 2004/05 session.

Teacher responsible: Dr J Danielsson, A454b

Availability: This course is intended for students on the MSc Accounting and Finance, MSc Applicable Mathematics, MSc Risk and Stochastics and MSc Management and Regulation of Risk.

Pre requisites: A background in statistics and mathematics is required.

Core syllabus: A graduate level course on the quantitative and statistical tools that are important in applied finance. Students will be exposed to application of these tools and the key properties of financial data through a set of computer-based classes and exercises.

Content: The following topics will be covered; review of statistics and introduction to time-series econometrics; modelling financial returns and the efficient markets hypothesis; an introduction to the analysis of financial data using MATLAB; event studies; modelling financial return volatility; modelling extreme portfolio returns and Value-at-Risk.

Teaching: 27 hours of combined lectures/seminars plus five hours of computer classes in the MT.

Written work: Students must complete computer based projects using real financial data. The results of these projects must be presented in seminars and written up for evaluation by the instructor.

Reading list: The core text for this course is: S R S Tsay, *Analysis of Financial Time Series*, Wiley, 2001. The coverage in the text is not sufficient for some topics and for these topics extra readings from recent journals will be assigned.

Assessment: A one-and-a-half hour written examination in the ST (75%) and a 3,000 word project (25%).

AC443 Half Unit Not available in 2004/05**Asset Price Modelling**

This information is for the 2004/05 session.

Teacher responsible: Dr A Patton

Availability: This course is intended for students on the MSc Accounting and Finance.

Pre requisites: The course entitled **Quantitative Methods for Finance and Risk Analysis** is a required pre-requisite for this course. However, students who can satisfy the course teacher that they have covered the material in **Quantitative Methods for Finance and Risk Analysis**

adequately may be granted exemption from this requirement.

Core syllabus: A graduate level course which focuses on the interface between theoretical finance research and empirical work. Emphasis is placed on the techniques used to test asset pricing and market microstructure models and the results derived from these tests in the empirical finance literature.

Content: The following topics will be covered; testing the CAPM and multifactor pricing models; present value models for stock prices, bubbles and "excess volatility"; consumption-based asset pricing, the equity premium puzzle and the risk-free rate puzzle; fitting term structure models; foreign exchange market efficiency and exchange rate determination; modelling transaction-level data in equity and foreign exchange markets; testing microstructure models.

Teaching: 30 hours of combined lectures/seminars in the LT.

Written work: Students will be asked to give short seminar presentations based on the topics covered in the course and will be graded on these presentations.

Reading list: The core text for this course is: J Campbell, A Lo & A C Mackinlay, *The Econometrics of Financial Markets* (Princeton University Press, 1997). Supplementary material can be found in K Cuthbertson, *Quantitative Financial Economics* (Wiley, 1996). Additionally, where required, journal articles will be specified as extra readings.

Assessment: A two-hour written examination in the ST.

AC444 Half Unit

Valuation and Security Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr P Frantz, E310 and Dr E Beccalli, H613

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Law and Accounting and MSc Management and Regulation of Risk. Other students may be admitted to the course if they have a reasonable knowledge of accounting or finance acquired at undergraduate or equivalent level.

Core syllabus: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Student are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.

Content: The course comes in three parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on either financial analysis or past stock returns.

Teaching: Teaching arrangements consist of lectures (18 hours) and classes (8 hours), and presentations of corporate valuation projects by students (MT).

Reading list: Lectures are based on S Penman, *Financial Statement Analysis & Security Valuation* (McGraw-Hill, 2001). Other books recommended include K Palepu, B Healy & V Bernard, *Business Analysis & Valuation* (South-Western College Publishing, 1999).

For background reading: T Copeland, T Koller & J Murrin, *Valuation: Measuring and Managing the Value of Companies* (Wiley, 2000), for the corporate valuation project. The course also relies on journal articles published in the financial analysis and financial markets literatures.

Assessment: A two-hour written examination (weight 70%) and the corporate valuation project report (weight 30%). **For MSc Finance and Economics students,** a two-hour written examination (weight 70%) and the corporate valuation project report (weight 30%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC445 Half Unit

Portfolio Management

This information is for the 2004/05 session.

Teacher responsible: Professor G Connor, A353

Availability: MSc Accounting and Finance, MSc Law and Accounting, MSc Finance and Economics and MSc Management and Regulation of Risk.

Core syllabus: A topics course on empirical and applied problems in portfolio management.

Content: Portfolio risk management, international diversification, currency management for international investors, asset allocation, trade implementation costs and trading strategies, portfolio performance measurement and attribution.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Written work: One written assignment involving problems and critical reviews of papers, to be presented during class meetings.

Reading list: Drawn from journal articles.

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC446 Half Unit Not available in 2004/05

Market Microstructure Theory

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: MSc students in Accounting and Finance, Finance and Economics. Other students need to obtain the authorisation of the course leader.

Core syllabus: This course covers topics in international finance and the microstructure of securities markets. So that it comprises two units: In the former unit, we discuss issues in the theory of exchange rate determination and the classical models of the asset market approach. We will then apply this approach to explain the fluctuations of the US dollar in the 1980s and discuss a series of related puzzles. We will also consider the effects of currency bands on the dynamics of exchange rates and the specific micro structure of the market for foreign exchange. In the latter unit, we analyse informational issues in financial markets. In particular, we see how private information is transmitted through prices, strategic traders balance the trade-off between information revelation and speculative profits, and how the market structure conditions the price formation process.

Content: International Finance Exchange Rate Economics; The US Dollar in the 1980s; Exchange Rates and Currency Bands; The Micro Structure of the Market for Foreign Exchange. Market Micro Structure: Instruments and Preliminary Concepts; Rational Expectations and Securities Prices; Strategic Behaviour in Financial Markets; Dynamic Trading in Financial Markets.

Teaching: Nine x two hour lectures; nine x one hour classes in the MT.

Written work: Extended essay of 6,000/8,000 words.

Reading list: Maureen O'Hara, *Market Microstructure Theory*, Blackwells.

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC447 Half Unit

Global Financial System

This information is for the 2004/05 session.

Teacher responsible: Professor H S Shin, A350

Availability: Intended for students on the MSc Accounting and Finance and MSc Finance and Economics.

Pre requisites: Students should have a strong background in microeconomics, and be comfortable with formal arguments.

Core syllabus: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, but the analysis of the issues will be based on rigorous economic arguments.

Content: The course begins with a brief overview of the history of the international financial system. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience and the mechanics of speculative of attack. Special emphasis is placed on the analysis of coordination failures and their implications for economic policy. We then proceed to examine the economic issues surrounding the design and operation of the "international financial architecture".

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Written work: Students are expected to attempt the problem sets and essay questions set in the classes.

Reading list: Given the topical nature of the course, we will make extensive use of resources available on line, and the course outline itself will be maintained as an html file with links to most course references. For preparatory reading on the history of the international financial system, Barry Eichengreen's book *Globalizing Capital* is a useful brief reference.

Students may also benefit from a review of the material in a microeconomics textbook at the graduate level, such as J Green, A Mas-Colell & M Whinston, *Microeconomic Theory*.

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC448 Half Unit Not available in 2004/05

Financial Intermediaries

This information is for the 2004/05 session.

Teacher responsible: Professor S Bhattacharya, E308

Availability: Intended for students of the MSc Accounting and Finance and the MSc Finance and Economics; other graduate students to be admitted only with the permission of the course lecturer.

Pre requisites: Mathematical background to the level of the September course taught in the Economics Department.

Core syllabus: A graduate course on financial strategies of firms and investors in imperfect financial markets, on financial intermediation and on some key macroeconomic aspects of such settings.

Content: The course introduces and applies the analytical methods of information economics and of contract theory to issues arising under asymmetric information in insurance, corporate financial policy; credit markets; the theory and regulation of banking intermediaries; and macroeconomic implications.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

Written work: Critical reviews of some of the articles covered via group presentations in classes.

Reading list: The primary textbook is X Freixas and J-C Rochet, *Microeconomics of Banking* (MIT Press, 1997). Other readings from O D Hart, *Firms, Contracts, and Financial Structure* (Clarendon Press, 1995), and from selected articles in academic journals and applied professional publications.

Assessment: A two-hour written examination in the ST (100%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

AC470 Half Unit

International Financial Reporting

This information is for the 2004/05 session.

Teacher responsible: Mr D Cairns, A452

Availability: Intended for students on the MSc in Accounting and Finance and compulsory for the International Accounting and Finance pathway of that programme (must be combined with AC472 International Finance).

Other graduate students, including those taking the MSc Law and Accounting and MSc Management and Regulation of Risk may be admitted by the course leader if they have sufficient knowledge of accounting from their previous studies.

Core syllabus: This course is designed to enhance understanding of the fast changing international dimensions of financial reporting from a theoretical, technical and institutional perspective.

Content: The course deals with three interrelated issues:

1. The reasons for similarities and differences in national financial reporting requirements and the pressures for, and resistance to, change in those requirements.
2. The work of the International Accounting Standards Board (IASB) and the European Union on accounting harmonisation and convergence, the impact of that work on national requirements and the responses to, and the pressures on, such international efforts.
3. The choice of accounting treatments in different jurisdictions for particular events and transactions including mergers and acquisitions, foreign currency transactions, financial instruments and intangible assets. The course involves speakers with practical and academic experience of different countries and institutions.

Teaching: 20 hours of lectures in the first term (MT). Classes: at least eight hours.

Written work: Students are required to write an essay of up to 5,000 words that compares the financial reporting environment in two countries or the choice of accounting treatments adopted by at least two countries and internationally. This written work forms 30% of the assessment.

Reading list: The course makes extensive use of journal articles and pronouncements by national and international institutions as well as such texts as C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative Approach*.

Assessment: Written work (30%) and a 90 minute written examination in the ST (70%).

AC471 Half Unit

International Financial Reporting (MSc Management [CEMS/IMEX route] only)

This information is for the 2004/05 session.

Teacher responsible: Mr D Cairns, A452

Availability: Intended for students on the MSc Management (CEMS/IMEX route) who may be admitted by the course leader if they have sufficient knowledge of accounting from their previous studies.

Core syllabus: This course is designed to enhance understanding of the

fast changing international dimensions of financial reporting from a theoretical, technical and institutional perspective.

Content: The course deals with three interrelated issues:

1. The reasons for similarities and differences in national financial reporting requirements and the pressures for, and resistance to, change in those requirements.
2. The work of the International Accounting Standards Board (IASB) and the European Union on accounting harmonisation and convergence, the impact of that work on national requirements and the responses to, and the pressures on, such international efforts.
3. The choice of accounting treatments in different jurisdictions for particular events and transactions including mergers and acquisitions, foreign currency transactions, financial instruments and intangible assets. The course involves speakers with practical and academic experience of different countries and institutions.

Teaching: 20 hours of lecture in the first term (MT). Classes: at least eight hours.

Written work: Students are required to write an essay of up to 5,000 words that compares the financial reporting environment in two countries or the choice of accounting treatments adopted by at least two countries and internationally. This written work forms 100% of the assessment.

Reading list: The course makes extensive use of journal articles and pronouncements by national and international agencies as well as such texts as C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative Approach*.

Assessment: MSc Management (CEMS/IMEX route) students are assessed solely on the written work and class participation.

AC472 Half Unit

International Finance

This information is for the 2004/05 session.

Teacher responsible: Dr E Bertero, A308

Availability: Intended for students on the MSc Accounting and Finance (compulsory for the International Accounting and Finance pathway - must be combined with AC470 International Financial Reporting). It may also be of interest to students on the MSc Management and Regulation of Risk and MSc Finance and Economics. Other interested graduate students may be admitted by the course leader, provided they have sufficient knowledge in finance and economics from previous studies.

Core syllabus: This course examines key issues in international finance, focusing on recent developments and incorporating theoretical, empirical, policy and institutional dimensions. In approach and content, the course is complementary to AC447 Global Financial Systems.

Content: The course examines models of how exchange rates are determined, including macro and microstructure approaches as well as behavioural finance issues. It reviews current empirical issues related to the balance of payments, the US current account deficit, global capital flows and the high short run volatility of exchange rates. Taking the perspective of individual investors and firms, the course considers the risk exposures arising from exchange rate volatility and their hedging with currency instruments. It analyses the coordination of exchange rate regimes and the implications for international financial stability, focusing on the role of international institutions and the experience of the European Monetary Union. It examines the sources of global financial instability by assessing the structure and convergence of financial systems, the interdependence and contagion in stock markets and the regulation and liberalisation of trade in financial services.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Written work: Students are required to undertake a group research project on a given topic concerning the relationship between financial crises and the structure of financial systems.

Reading list: A selection of journal articles and readings from the textbook P Sercu & R Uppal, *International Financial Markets and the Firm* (Chapman and Hall, 1995).

Assessment: A two-hour written examination in the ST.

AC490 Half Unit

Financial Reporting and Management: Management Accounting and Control

This information is for the 2004/05 session.

Teacher responsible: Dr T Ahrens, A451

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to management accounting. The first half concentrates on costing and the second half discusses issues of performance measurement and investment appraisal.

Content: Cost Volume Profit Analysis. Costing Systems. Budgeting. Investment Appraisal. Standard Costing. Performance Measurement. Theory and Recent Practice.

Teaching: 10 lectures and seven classes in LT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises, case studies, and essays.
Reading list: Horngren, Bhimani, Datar, Foster, *Management and Cost Accounting* (2nd edn, Financial Times Prentice Hall, 2002) and articles from the reading list.

Assessment: A two-hour written examination in the ST.

AC491 Half Unit

Financial Reporting and Management: Financial Reporting

This information is for the 2004/05 session.

Teacher responsible: Fr K McMillan, A453

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core syllabus: An introduction to financial reporting.

Content: Accounting Rules and Regulation. Assets and Depreciation. Equity and Debt. Financial Statement Analysis. Limitations of the Conventional Accounting Model. Recent Standard Setting Initiatives. Consolidation and Goodwill. Intangible Assets.

Teaching: 10 weekly lectures of two-hours each in MT. Classes; seven one hour classes MT.

Written work: Students are expected to produce several pieces of written work, including accounting exercises and essays.

Reading list: A detailed reading list will be made available at the start of the course. Illustrative texts include T Sutton, *Corporate Financial Accounting and Reporting* (Prentice Hall, 2004) and Atrill & McLaney, *Financial Accounting for Non-specialists* (Prentice Hall, 2002).

Assessment: A two-hour written examination in the ST.

AC492

Principles of Finance

This information is for the 2004/05 session.

Teacher responsible: Dr J L G Board, E309

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent.

Pre requisites: Students should have taken courses in quantitative methods and economics at an undergraduate level.

Core syllabus: The theory of financial decision making by firms and examines the behaviour of the capital markets in which these decisions are taken.

Content: The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 40 lectures (AC212) of one-hour MT and LT and 20 classes (AC492.A) of one-hour MT and LT.

Written work: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Reading list: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill); Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Assessment: This course is based on a three-hour written examination in the ST.

AC499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Dr Al Bhimani (A307), Programme Director of the MSc Accounting and Finance

Availability: For students on the MSc Accounting and Finance programme, who elect to take this as an option in paper 3 or 4. Permission to select the long essay option must be obtained from the Programme Director by the end of the third week of Michaelmas Term. Students wishing to select this option must identify and secure agreement from a member of staff who is willing to provide supervision for the long essay.

Core syllabus: The long essay may focus on analysing the relevant literature and other source material on a particular topic and writing a critical survey or commentary, indicating clearly the main problems and their nature, or investigating and reporting on a selected problem, either by some small-scale empirical research, or by using information derived from secondary sources.

The long essay must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.

Arrangements for supervision: Students writing a long essay will be supervised by a member of staff who will not necessarily be their normal supervisor. Students are responsible for identifying an appropriate member of staff to supervise their long essay, and for ensuring the

member of staff agrees to provide supervision. As a general rule, supervisors of long essays will not comment on the work after a discussion of the first draft.

Teaching: There is no teaching associated with the long essay, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre's LSE Learning World.

Assessment: Two typewritten copies of the long essay must be submitted to the MSc Programme Administrator in the Summer Term, on a date to be confirmed at the beginning of Lent Term. The long essay should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices.

AN402

The Anthropology of Religion

This information is for the 2004/05 session.

Teachers responsible: Professor C Fuller, A505 and Dr N Peabody, A506

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition and MSc Law, Anthropology and Society.

Core syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Content: Various anthropological approaches to the study of religion, ritual and symbolism are covered. Key topics will include: some of all of the following: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN402 weekly MT, LT, Seminars AN402.A weekly MT, LT.

Reading list: M Bloch, *Prey into Hunter: the Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*; T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN404

Anthropology: Theory and Ethnography

This information is for the 2004/05 session.

Teachers responsible: Professor C Fuller, A505, Dr C Stafford, A601 and Dr L Bear, A612

Availability: This course is compulsory for MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition and Optional for MSc Law, Anthropology and Society.

Core syllabus: This course covers classical social theory and modern anthropological theory from evolutionism and functionalism to the present day. Through five thematic sections, it discusses a range of theoretical issues from all the main substantive fields within anthropology in relation to ethnographic case-studies. It emphasises the distinctive character of anthropological enquiry and in particular the mutual relationship between theory and ethnographic data.

Content: Conceptualising Society: Evolution, functionalism, the coherence and incoherence of society, relativism and interpretivism, the politics of anthropology. **Conflict and Control:** Marxism and ideology, resistance and hegemony, traditional states, structure and event in history, law and social control. **Transactions in persons and things:** Reciprocity and exchange, money, technological determination, property, labour and capital. **Natural and Cultural Relationships:** Gender differentiation, birth and the nature of kinship, the family, sexuality, the continuity of kinship structures. **Knowledge and Belief:** Ritual initiation and funerary practices, belief and the nature of knowledge, world religions, religious knowledge, classification and the natural world.

Teaching: Lectures (25 in all) AN404 weekly MT, LT, ST, Seminars (25 in all) AN404.A weekly MT, LT, ST.

Reading list: M Douglas, *Purity and Danger*; A Gell, *Wrapping in Images*; D Lan, *Guns and Rain*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; J Parry, *Death in Banaras*; E R Leach, *Political Systems of Highland Burma*; M Bloch, *From Blessing to Violence*; C Lévi-Strauss, *The Savage Mind*; P Descola, *Domesticated Nature*; V Turner, *The Forest of Symbols*; C Fuller, *The Camphor Flame*; M Bloch, *Ritual History and Power*;

C Geertz, *The Interpretation of Culture*; A Kuper, *The Invention of Primitive Society*; D Sperber, *Explaining Culture*; M Bloch, *How we think they think*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN405

Kinship, Sex and Gender

This information is for the 2004/05 session.

Teachers responsible: Dr C Allerton, A615 and to be announced

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society, MSc Biomedicine, Bioscience and Society, MSc Gender and MSc Gender and Development.

Core syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female' and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Content: The history of anthropological debate on kinship. The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Variety in idioms of kinship in different societies. Concepts of substance and the body. Kinship and morality. Descent theory. Lévi-Strauss and alliance theory. 'House societies' and country-as-kinship. Relatedness. Gender roles. Recent perspectives on gender theory. Procreation theories. Kinship and cognition.

Teaching: Lectures: AN405 weekly MT, LT, Seminars AN405.A weekly MT, LT.

Reading list: Readings required will include: M Fortes & E Evans-Pritchard, *African Political Systems*; C Lévi-Strauss, *The Elementary Structure of Kinship*; D Schneider, *A Critique of the Study of Kinship*; F Myers, *Pintupi Country, Pintupi Self*; C MacCormack & M Strathern, *Nature, Culture and Gender*; J Carsten, *Cultures of Relatedness*; J Carsten & S Hugh-Jones, *About the House*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN406

Political and Legal Institutions

This information is for the 2004/05 session.

Teachers responsible: Dr V Benei, A613, Professor S Roberts, A150 and Dr K Kapila, A611

Availability: For MSc in Social Anthropology, MSc in Anthropology and Development, MSc in Law, Anthropology and Society, MSc in Development Studies, MSc in Human Rights and MSc in Regulation.

Core syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Content: The development of political and legal anthropology and their key concepts; studies of the state, kingship and other forms of authority; forms of knowledge and power; political competition and conflict; indigenous responses to colonialism; civil society and citizenship; nationalism, ethnicity and genocide; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching: Lectures AN406 weekly MT, LT, Seminars AN406.A weekly MT, LT.

Reading list: J Gledhill, *Power and its Disguises* (1994); J Vincent, *Anthropology and Politics* (1990); J Vincent, *The Anthropology of Politics* (2002); G Balandier, *Political Anthropology* (1970); D Riches (Ed), *The Anthropology of Violence* (1986); P Bohannan, *Justice and Judgement among the Tiv* (1957); B Malinowski, *Crime and Custom in Savage Society* (1916); J Comaroff & S Roberts, *Rules and Processes* (1981); P Gulliver, *Social Control in an African Society* (1963); S F Moore, *Law as Process* (1978); P Caplan (Ed), *Understanding Disputes* (1995); M Chanock, *Law, Custom and Social Order* (1985). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN407

The Anthropology of Economic Institutions and Social Transformation

This information is for the 2004/05 session.

Teachers responsible: Dr N Peabody, A506 and Dr L Bear, A612

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc Law, Anthropology and Society, MSc Development Studies, MSc Human Rights, MPA Public and Economic Policy and MSc Regulation.

Core syllabus: The anthropological analysis of economic institutions cross-culturally and of their transformation as a result of their incorporation into a wider capitalist market and of state policies and development initiatives. These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

Content: Key concepts and theoretical debates in economic anthropology; the idea of the 'natural' and 'moral' economy; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization; poverty; humanitarian and development aid in complex emergencies; dispossession by development to refugees and resettlers.

Teaching: Lectures AN407 weekly MT, LT, Seminars AN407.A weekly MT, LT.

Reading list: M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); J Macrae & A Zwi, *War and Hunger: Rethinking international responses to complex emergencies*; P Richards, *Fighting for the Rainforest: War, Youth and Resources in Sierra Leone*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN409 Half Unit Not available in 2004/05

The Anthropology of the Mediterranean with special reference to Greece and Cyprus

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Anthropology.

Core syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-Mediterranean societies, eg Turkey, Macedonia, Bulgaria, Yugoslavia, Bosnia. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. The importance of orthodoxy in Greek cultural identity will be featured. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour, to local violence and its relation to state formation. Nationalism, and the politics of the treatment of cultural minorities will be considered. The management of death will be featured. The role of popular song in ethnography may be discussed. Appropriate ethnographic films may be shown, in addition to lectures and classes.

Teaching: Lectures AN409 weekly, Seminars AN409.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN410 Half Unit Not available in 2004/05

The Anthropology of Madagascar

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Anthropology.

Core syllabus: A comparative study of a number of Malagasy peoples.

Content: The course examines the available ethnography on a number of peoples in Madagascar selected so as to give the students some knowledge of the anthropological variety of the island. Particular attention is paid to kinship, gender, notions of the person, identity/ethnicity, religion and politics. All required reading is in English.

Teaching: Lectures AN410 weekly, Seminars AN410.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Placing the Dead*; M Bloch, *From Blessing to Violence*; M Covell, *Madagascar: Politics, Economics and Society*; G Feeley-Harnik, *A Green Estate*; M Lambek, *Human Spirits*; M Lambek, *Knowledge and Practice in Mayotte*; J Mack, *Madagascar, Island of the Ancestors*. Detailed reading lists are provided at the beginning of the course. Students are also asked to read a number of recent, still unpublished PhD dissertations.

Assessment: There is a two-hour examination in the ST.

AN411 Half Unit Not available in 2004/05

Research Methods in Social Anthropology

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Anthropology.

Core syllabus: A review of diverse research methods employed by social anthropologists; consideration is given to the selection of appropriate techniques for specific research problems and interests.

Content: A brief introduction to methods in social anthropology, with an outline of the main types, particularly fieldwork by participant observation, the household census, the analysis of household composition, the sample survey, various approaches to asking questions and interviewing, the life history, the case history, research with documents and in archives, aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching: Lectures AN411 weekly, Seminars AN411.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN412 Half Unit Not available in 2004/05

The Anthropology of Death

This information is for the 2004/05 session.

Teacher responsible: Dr R Astuti

Availability: For MSc in Social Anthropology.

Core syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention is paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Content: The definition of death and dying; death and emotions; remembering and forgetting the dead; death and the person in Africa and Melanesia; death and the transformation of the body; tombs and funerary monuments; death and rebirth; euthanasia and the definition of death in the West.

Teaching: Lectures AN412 weekly, Seminars AN412.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R Astuti, *People of the Sea*; M Bloch, *Prey into Hunter*; M Bloch & J Parry (Eds), *Death and the Regeneration of Life*; S Cederroth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN413 Half Unit Not available in 2004/05

The Anthropology of Conflict, Revolution and War

This information is for the 2004/05 session.

Availability: For MSc in Social Anthropology.

Core syllabus: The aim of this course is to present an anthropological perspective on the socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Content: This course is concerned with a comparative study of conflict, violence and war primarily among non-industrialised societies. Some account will be taken of Western Europe and the effect of industrialisation. Particular attention is given to how societies cope with conflict, violence and war, and what factors contribute to the incidence and degree of these phenomena.

Teaching: Lectures AN413 weekly, Seminars AN413.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: Napoleon A Chagnon, *Yanomamo: The Fierce People*; C Von Clausewitz, *On War*; Karl Heider, *Grand River Dani*; John Keegan, *In Face of Battle*; Mervyn Meggitt, *Blood is their Argument*; H H Turney-High, *Primitive War*; D Riches (Ed), *The Anthropology of Violence*; M Z Rosaldo, *Knowledge and Passion*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN414 Half Unit Not available in 2004/05

The Anthropology of Art and Communication

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Anthropology

Core syllabus: The study of visual art forms as social action. The problems raised by an anthropology of art, and its relation to disciplines such as art history and aesthetics. Specific issues in the anthropology of art.

Content: The production and consumption of works of art in their social context. The domain of 'art' in Western societies, and in other societies. The problem of evaluation: aesthetics as a cross-cultural category. Art as communication and as action, and the connection to other

communicational media.

Teaching: Lectures AN414 weekly, Seminars AN414.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: A Gell, *Art and Agency*; N Munn, *The Fame of Gawa*; E Gombrich, *Art and Illusion*; C Levi-Strauss, *The Savage Mind*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN415

The Anthropology of India

This information is for the 2004/05 session.

Teachers responsible: Dr N Peabody, AS06 and others

Availability: For MSc in Social Anthropology.

Core syllabus: Society and culture in modern India.

Content: The caste system; the village and its local economy; kingship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practice and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures AN415 weekly MT, LT, Seminars AN415.A weekly MT, LT.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras; Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN416 Half Unit Not available in 2004/05

The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

This information is for the 2004/05 session.

Availability: For MSc in Social Anthropology.

Core syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Content: The course examines a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, Gwi, Hadza, Mbuti, Aka, Tiwa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching: Lectures AN416 weekly, Seminars AN416.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers*, Vol 1: *History, Evolution and Social Change*, Vol 2: *Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.

Assessment: There is a two-hour examination in the ST.

AN418 Half Unit

Cognition and Anthropology

This information is for the 2004/05 session.

Teacher responsible: Dr Rita Astuti

Availability: For MSc in Social Anthropology.

Core syllabus: The course re-examines the topic of the relation between individual cognitive development and cultural constructs. It pays particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Content: This course re-examines the relation between cultural constructs and individual cognitive processes and development. In the historical development of modern anthropology there has, at times, been an active transfer of ideas between psychologists and anthropologists. Among the instances of such transfers of ideas, which are dealt with in the course, are the Sapir/Whorf theory of 'linguistic relativity' and the theory of schema proposed by Bartlett. After dealing with the past development of the interdisciplinary relation between cognitive science and anthropology, some contemporary issues are examined in detail. These include i) the nature of concepts and concept formation; ii) anthropological and psychological accounts of metaphor; iii) theory of mind and metare presentations; iv) anthropological and psychological theories of learning;

v) domain specificity; vi) the significance of 'expertise' vii) the anthropology and psychology of emotions and viii) the anthropology and psychology of memory.

Teaching: Lectures AN418 weekly, Seminars AN418.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Hutchinson, *Cognition in the Wild*; D Holland & N Quinn, *Cultural Models in Language and Thought*; G Lakoff & M Johnson, *Metaphors that we live by*; R Sternberg & E Smith, *The Psychology of Human Thought*; T Schwartz et al, *New Directions in Psychological Anthropology*; J Lave, *Cognition in Practice*; L Hirshfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN419 Half Unit

The Anthropology of Christianity

This information is for the 2004/05 session.

Teacher responsible: Dr F Cannell, A610

Availability: For MSc in Social Anthropology

Core syllabus: The ethnography of the local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology.

Content: The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN419 weekly, Seminars AN419.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: The Peasant World View in the Alto Minho*; R Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN420 Half Unit Not available in 2004/05

The Anthropology of South-East Asia

This information is for the 2004/05 session.

Teacher responsible: Dr C Allerton, A615

Availability: For MSc in Social Anthropology.

Core syllabus: This course examines the anthropology of Southeast Asia from three perspectives. Firstly, it looks at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it explores a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it considers some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Content: The course aims to make use of the extremely varied ethnography on Southeast Asia, including both the older accounts of 'tribal' cultures, and the more recent generation of writers who have focused on a comparative perspective centred on notions of identity, power and the construction of the person in hierarchical and egalitarian systems in Southeast Asia. The course first considers the notion that Southeast Asia, like the Mediterranean, is an area held together most

meaningfully by the sea (eg by sea-born trade, travel and piracy). It also looks at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced. The main ethnographic section of the course relates a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity. These include a selection of topics such as some of the following; theatre, eg Javanese shadow puppet theatre; funerary rituals eg in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture eg architecture; notions of speech, rhetoric and/or musical performances; aspects of social and kinship organisation including the importance of commensality and of the idea of the 'house'; games, performances and competitions. The third theme of the course is concerned with some aspects of the interaction between Southeast Asian societies and influences usually referred to as 'Westernising', 'modernising' or 'globalising'. These topics include a selection from the following; popular culture; nationalism; world religions and their offshoots. They are seen within the context of the historical circumstances in which they have been produced.

Teaching: Lectures AN420 weekly, Seminars AN420.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: S Errington, *Meaning and Power in a Southeast Asian Realm*; J M Atkinson & S Errington, *Power and Difference*; B Anderson, *The Idea of Power in Javanese Culture*; C Geertz, *Negara*; U Wikan, *Managing Turbulent Hearts*; W Keeler, *Javanese Shadow Play, Javanese Selves*; P Metcalf, *A Borneo Journey into Death*; N Constable, *Maid to order in Hong Kong*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN421 Half Unit

The Anthropology of Industrialization and Industrial Life

This information is for the 2004/05 session.

Teacher responsible: Professor J Parry, AS05

Availability: For MSc Social Anthropology, MSc Law, Anthropology and Society, MSc Anthropology and Development and as permitted by the regulations.

Core syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Content: The way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN421 weekly, Seminars AN421.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Bremen & K Kapadia (Eds), *The Worlds of Indian Industrial Labour* (1999). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN422 Half Unit Not available in 2004/05

The Anthropology of Religious Nationalism and Fundamentalism

This information is for the 2004/05 session.

Teachers responsible: To be announced
Availability: For MSc in Social Anthropology
Core syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.
Content: Conceptual problems in the definition of religious 'nationalism' and 'fundamentalism', with particular reference to Islam, Hinduism, Buddhism and non-western Christianity. The relationship between nationalism (and communalism and ethnicity) and fundamentalism, and the significance of violence in politico-religious conflicts, as illustrated by ethnographic material. The relationship between fundamentalism and religious reformism and scripturalism. The impact of fundamentalism on 'traditional' forms of popular and elite religion. Resistance to fundamentalism and religious nationalism, and the question of religious 'tolerance' in cross-cultural perspective. The relationship between nationalism and regionalism. Education, the transmission of knowledge and the historical construction of nationalism.

Teaching: Lectures AN422 weekly, Seminars AN422. A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: L Caplan (Ed), *Studies in Religious Fundamentalism*; P Chatterjee, *Nationalist Thought and the Colonial World*; E Daniel, *Charred Lullabies*; V Das, *Critical Events/Mirrors of Violence*; M Davies, *Knowing One Another: Shaping an Islamic Anthropology*; S Gopal (Ed), *Anatomy of a Confrontation*; D Ludden (Ed), *Contesting the Nation*; T Madan, *Modern Myths, Locked Minds*.
 Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN424 Half Unit Not available in 2004/05 Anthropology of Melanesia

This information is for the 2004/05 session.
Teacher responsible: Dr Michael Scott, A614
Availability: For MSc in Social Anthropology and MSc Anthropology and Development.
Core syllabus: This course provides an introduction to the culture area known as Melanesia through critical examination of classic and contemporary ethnographic representations of the peoples of Papua New Guinea, Solomon Islands, and Vanuatu.
Content: The course explores both the ethnographic past and the ethnography of socio-cultural transformation in Melanesia. Questions and topics considered include: what is Melanesia? Is this still a useful concept? the place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and polity formation, feuding and warfare; knowledge and secrecy, exchange, gender, personhood, and sociality; colonial histories; 'cargo' movements and custom politics; indigenous Christianities; and Melanesian modernities.

Teaching: Lectures AN424 weekly, Seminars AN424A weekly.
Written work: Students are expected to prepare discussion material for presentation in seminars.
Reading list: D Akin & J Robbins (Eds), *Money and Modernity*; J Bonnemaison, *The Tree and the Canoe*; J G Carrier (Ed), *History and Tradition in Melanesian Anthropology*; R Eves, *The Magical Body*; R J Foster, *Social Reproduction and History in Melanesia*; R J Foster (Ed), *Nation Making*; A Gell, *The Art of Anthropology*; M Godelier, *The Making of Great Men*; M Godelier & M Strathern, *Big Men and Great Men*; L R Goldman & C Ballard (Eds), *Fluid Ontologies*; S Harrison, *Stealing People's Names*; R M Keesing, *Custom and Confrontation*; B M Knauff, *From Primitive to Postcolonial in Melanesia and Anthropology*; A Lattas, *Cultures of Secrecy*; E LiPuma, *Encompassing Others*; S Mallett, *Conceiving Cultures*; F Merland & A Rumsey, *Ku Waru*; N D Munn, *The Fame of Gawa*; M Strathern, *The Gender of the Gift*; G Strüzenhofecker, *Times Enmeshed*; J F Weiner, *The Empty Place*; G M White, *Identity Through History*. Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN425 Half Unit Not available in 2004/05 The Anthropology of China

This information is for the 2004/05 session.
Teacher responsible: Professor S Feuchtwang, A613
Availability: For MSc in Social Anthropology.
Core syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.
Content: Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community, pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.
Teaching: Lectures AN425 weekly, Seminars AN425.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*.
 Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN426 Half Unit Not available in 2004/05 Film and Photography in Anthropological Practice and Theory

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: For MSc in Social Anthropology.
Core syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.
Content: The course considers the problem of realism, and its special importance for the documentary tradition; the historical development of the main ethnographic film-making approaches; (naive documentation realism; observationalism; participatory documentary; symbolist documentary; reflexive filming); problems of validation, verification and interpretation of early photographs of indigenous peoples; recent reactions against naive realism and against the observational movement; post-modern developments in ethnographic film, media representations of "otherness", of ethnic conflict and refugees. The course also examines the need for written contextualization of historical images and films, and the opponents of this view. The course also examines in detail a number of significant benchmark films, and leading theoretical debates surrounding the ethics of responsible documentary representations of cultures and individual persons, and where possible consider how photographs and films are to be viewed in the light of existing written ethnography.

Teaching: Lectures AN426 weekly, Seminars AN426.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: E H Gombrich, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L Taylor, *Visualizing Theory*; P Loizos, *Innovation in Ethnographic Film*; E Edwardes, *Photography & Anthropology*; D MacDougall, *Transcultural Cinema*; C Pinney, *Camera Indica: The Social Life of Indian Photographs*; I Borbash & L Taylor, *Cross-Cultural Filmmaking*; L Devereaux & R Hillman (Eds), *Fields of Vision*; D Vaughan, *For Documentary*; T Allen & J Seaton, *The Media of Conflict - War Reporting and Representations of Ethnic Violence*; M Ignatieff, *The Warrior's Honour: Ethnic Conflict and the modern conscience*.

Detailed reading lists are provided at the beginning of the course
Possible Films for Analysis: Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginer*; Kildea & Leach, *Trobriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madappa Funeral at Gurka wuy*; McKenzie & Hiatt, *Waiting for Harry*; D MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S Texas and N Mexico*.
Assessment: There is a two-hour examination in the ST.

AN427 Half Unit Not available in 2004/05 The Anthropology of South-West Asian and North African Societies

This information is for the 2004/05 session.
Teacher responsible: Dr M Mundy
Availability: For MSc in Social Anthropology.
Core syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.
Content: Introduction to geographical and historical factors making for the social unity and diversity of the area; the character of scholarship on the area and the place of anthropology within that; kinship systems: unity and diversity; kingship and the Muslim political tradition; Khaldunianism and the persistence of the tribe; the ethnography of law; the ethnography of Islamic learning and institution; the anthropology of aesthetic tradition: austerity of ritual, luxuriance of language; regional ethnographies (2 or 3 to be considered in any year): Anatolia/Turkey, Iran, Yemen,

Palestine/Israel, Morocco, Algeria, Syria/Lebanon, Egypt, Sudan.
Teaching: Lectures AN427 weekly, Seminars AN427.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: L Abu-Lughod, 'Anthropology's Orient: the Boundaries of Theory on the Arab World' in H Sharabi (Ed), *Theory, Politics and the Arab World: Critical Responses*; J Berque, *Essai sur la Methode Juridique Maghrebine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilensan, *Recognizing Islam*; A Hourani, *A History of the Arab Peoples*; I Khaldun, *The Mugaddima*; E Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power*; ((Eds) J Goody & E. Marx); B Messick, *The Calligraphic State*; G Tillion, *The Republic of Cousins*.
 Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN429 Half Unit Not available in 2004/05 The Anthropology of Southern Africa

This information is for the 2004/05 session.
Teacher responsible: Dr M Engelke, A609
Availability: For MSc in Social Anthropology.
Core syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.
Content: The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique and Zimbabwe. The course, through looking at the new significance of institutions which appear to have remained intact, concerns itself with analyzing processes of social change and continuity. In particular, it examines some of the social effects of the apartheid regime, and of its demise. It looks not only at objective changes in political economy and livelihood, but also the forms of expressive culture through which these changes are expressed by those experiencing them. It develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN429 weekly, Seminars AN429.A.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: J Comaroff, *Body of Power, Spirit of Resistance*; J L Comaroff & J Comaroff, *From Revelation to Revolution*; D Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V Erlman, *Nightsong*; R Gordon & A D Spielgel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*.
 Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN430 Half Unit Not available in 2004/05 The Anthropology of Governance in the Modern State

This information is for the 2004/05 session.
Teacher responsible: Dr M Mundy, A507
Availability: For MSc in Social Anthropology, MSc Law, Anthropology and Society and MPA Public and Economic Policy.
Core syllabus: The course examines recent work by anthropologists on government and the modern state.
Content: The approach is one which conserves the central characteristics of anthropology - a careful documentation of informal and non-state modes of governance, an attempt not to take the European experience as model for political development in isolation from non-European societies, and a commitment to grant oral and observed sources an equal status to written sources in its account of social knowledge - but goes on to incorporate formal institutions and written codes in the analysis of governance. It treats 'the modern state' as a process of historical depth in which the encounter between European and non-European polities was central and hence includes within its compass work by anthropologists on colonial and post-colonial states. The course examines the following topics: anthropological typologies of states; government models of state

and institutional religion (*religio*); literacy and the law: current debates; the regulation of kinship, gender and family; property and government; colonialism, post-colonialism and the state; the political person and the nation-state; The ethnography of the judiciary and the court, the ethnography of state violence; anthropology and the new institutionalism in the other social sciences.
Teaching: Lectures AN430 weekly, Seminars AN430.A weekly.
Reading list: J Cole & E Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; L Fallers, *The Social Anthropology of the Nation-State*; M Herzfeld, *The Social Production of Indifference: Exploring the Symbolic Roots of Western Bureaucracy*; S Hutchison, *Nuer Dilemmas: Coping with Money, War and the State*; S Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*.
 Detailed reading lists are provided during at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN431 Half Unit Not available in 2004/05 The Anthropology of Lowlands Latin America

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: For MSc in Social Anthropology.
Core syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.
Content: The course addresses the history and current state of anthropological analyses of the indigenous peoples of Lowland South America, with a concentration on recent developments in the ethnography of the region. The course focuses on these recent attempts to integrate the study of politico-economic systems, social structure, cosmology and external relations, with particular emphasis on the implications of how indigenous peoples of the region conceive of their own social lives and of the world in which they live.
Teaching: Lectures AN431 weekly, Seminars AN431.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: E Viveiros de Castro, *From the Enemy's Point of View*; C Levi-Strauss, *The Raw and the Cooked; The Story of the Lynx*; J Overing Kaplan, *The Piaraia*; C Crocker, *Vital Souls*; P Gow, *Of Mixed Blood*; P Descola, *In the Society of Nature; The Spears of Twilight*; E Basso, *The Last Cannibals*.
 Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN432 Half Unit Not available in 2004/05 Anthropological Linguistics

This information is for the 2004/05 session.
Teacher responsible: To be announced
Availability: For MSc in Social Anthropology.
Core syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.
Content: The course concerns the relation of language to culture and society. It looks at the history of the subject. It examines theories which see a relation between the way we think and the way we see the world. It looks at the anthropological and sociological implications of various types of theories of meaning. The course considers such issues as the hierarchy. The significance of forms of politeness is studied. The issue of the significance of literacy is examined.
Teaching: Lectures AN432 weekly, Seminars AN432.A weekly.
Written work: Students are expected to prepare discussion material for presentation in the seminars.
Reading list: Detailed reading lists are provided at the beginning of the course.
Assessment: There is a two-hour examination in the ST.

AN433 Half Unit Not available in 2004/05 Anthropological Theories of Exchange

This information is for the 2004/05 session.
Teacher responsible: Professor J Parry, A615
Availability: For MSc in Social Anthropology.
Core syllabus: Theories of the gift, reciprocity and exchange; the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.
Content: The course re-examines the classic theories of exchange of such

writers as Marx, Mauss, Malinowski, Lévi-Strauss and Sahlins, and reviews the most significant recent developments from, and discussions of their work. It considers such themes as the opposition between gift and commodity exchange; the concept of charity in a cross-cultural perspective; the relationship between ideologies of exchange and the concept of the person; the relationship between religious values and transactional moralities; the variable and problematic way in which the notion of reciprocity has been used in anthropological writing, and the impact of Western-style currency on 'traditional' exchange systems.

Teaching: Lectures AN433 weekly, Seminars AN433.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: M Sahlins, *Stone Age Economics*; J Parry & M Bloch (Eds), *Money and the Morality of Exchange*; M Taussig, *The Devil and Commodity Fetishism in South America*; J C Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*; B Malinowski, *Crime and Custom in Savage Society*; M Mauss, *The Gift: Forms and Functions of Exchange in Archaic Societies*; P Ekeh, *Social Exchange Theory: the Two Traditions*; C Lévi-Strauss, *The Elementary Structures of Kinship*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN434 Half Unit Not available in 2004/05

The Anthropology of East and Central Africa

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Anthropology.

Core syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.

Content: East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course also enables students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.

Teaching: Lectures AN434 weekly, Seminars AN434.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witness*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S F Moore, *Anthropology and Africa*; J Goody, *The expansive moment*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN435 Half Unit Not available in 2004/05

The Anthropology of Agrarian Development and Social Change

This information is for the 2004/05 session.

Availability: For MSc in Social Anthropology.

Core syllabus: The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of states and rural people.

Content: The varieties of peasantries and different patterns of agrarian transformation. Is there a distinctive 'Peasant Economy'?

Commercialisation and agrarian change. Rural class formation. Ideology, protest and change - 'The Moral Economy of the Peasantry'. The 'Rational Peasant' and issues of collective action. Deconstructing 'The Household Economy' Land tenure and land reform. Rural labour processes and rural poverty. Technology and agrarian change. State and peasantry.

Teaching: Lectures AN435 weekly, Seminars AN435.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: F Ellis, *Peasant Economics*, 1988; R Guha, *The Unquiet*

Woods, 1989; J Harriss (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G Hart, *Power, Labour and Livelihood: Processes of Change in Rural Java* (University of California Press, 1986); J Scott, *The Weapons of the Weak* (Yale University Press, 1985); R Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988).

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN436 Half Unit

The Anthropology of Development

This information is for the 2004/05 session.

Teacher responsible: Dr D James, A616

Availability: For MSc in Social Anthropology, MSc Anthropology and Development, MPA Public and Economic Policy and MSc Human Rights.

Core syllabus: This course is centred on an examination of, and an assessment of the validity and reconcilability of, two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the "anthropology of development", comprising a series of recent critiques of development theory and practice by anthropologists. This debate has encompassed a range of specific topics, including the anthropology of planning; indigenous technical knowledge and its use in agricultural projects; the culture of organizations; fertility and reproductive health; conservation and the environment. Literature ranges from writings at a high level of theoretical abstraction to those whose authors are anthropologists directly involved in development initiatives.

Content: Historical background: how development and its discourses were made, in the wake of the colonial encounter. A discussion of the role played by anthropologists in this process. Anthropological insights into the planning process undertaken by states and by NGOs. Anthropological critiques of the notions of "participation" and "indigenous technical knowledge" which have been used in agricultural development, especially by NGOs; and alternative views which see knowledge as fragmentary and performative. Local, cultural knowledge about forestation, deforestation, and wildlife conservation. The localization and contestation of state and international programmes of family planning and population control, which often fail to dovetail with local knowledge about fertility and reproduction. Regional ethnographies used include various parts of Southern and West Africa, China, the Caribbean, Latin America, South and South-East Asia.

Teaching: Lectures AN436 weekly, Seminars AN436.A weekly.

Written work: Students are expected to prepare discussion material for presentation in the seminars.

Reading list: E Croll & D Parkin, *Bush Base, Forest Farm: Culture, Environment and Development* (1992); J Crush (Ed), *Power of Development*; A Escobar, *Encountering Development: the making and unmaking of the third world* (1995); J Fairhead & M Leach, *Misreading the African landscape: society and ecology in the forest-savanna mosaic and reframing deforestation: global analyses and local realities with studies in West Africa* (1996); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); J Ferguson 'Anthropology and its evil twin "Development" in the constitution of a discipline' in F Cooper & R Packard (Eds), *International Development and the Social Sciences* (1997); K Gardner & D Lewis, *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Anthropological contributions to fertility theory* (1994). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN437

Anthropology of Learning and Cognition

This information is for the 2004/05 session.

Teachers responsible: Professor M Bloch, A608 and Dr C Stafford, A601

Availability: This course is compulsory for MSc Anthropology of Learning & Cognition, and is optional for MSc in Social Anthropology and MSc Biomedicine, Bioscience and Society.

Core syllabus: The course will focus on the relationship between mechanisms of cultural transmission, both informal and institutional, and what anthropologists have called 'culture' and 'society'. We shall look at the way universal human capabilities develop and are used during different stages of life to create unique cultural understandings. We shall then examine how these understandings enable us to interact in specific ways with others.

Content: Topics covered include schemas, memory, 'theory of mind', informal and formal education, emotions, expertise, and the nature of different types of beliefs. We shall consider how themes of this kind - elaborated in cognitive anthropology and in cognitive science more generally - lead to a reconsideration of classic anthropological concerns, including kinship, religion, politics and economics.

Teaching: Lectures (20 in all) weekly MT, LT, Seminars (20 in all) weekly MT, LT.

Reading list: B Shore, *Culture in mind*; M Cole, *Cultural psychology*; R D'Andrade, *The development of cognitive anthropology*; D Holland & N Quinn, *Cultural models in language and thought*; E Hutchins, *Cognition in the wild*; J Lave, *Cognition in practice*; M Bloch, *How we think they think*; D Sperber, *Explaining culture*; P Boyer, *The naturalness of religious ideas*. **Assessment:** There is a three-hour examination in the ST.

AN438

Law, Anthropology and Society

This information is for the 2004/05 session.

Teachers responsible: Dr M Mundy, A507 and Mr R A Pottage, A358

Availability: The course is intended primarily for MSc in Law, Anthropology and Society. It is an option on MSc Human Rights. Other graduates can take this course at the discretion of those running it.

Core syllabus: The course offers a foundation in those elements of anthropological and social theory essential to an understanding of law in society.

Content: This course draws on anthropological themes and texts to develop an innovative perspective on contemporary legal norms and institutions. It aims to document legal institutions and practices as concrete ethnographic phenomena, focusing on the techniques of writing and documentation, the legal production of persons and things, and the legal framing of institutions. It combines abstract social theory with concrete ethnographic method in the study of ritual, kinship, property and communicative technologies in formal law. The course is structured about the following topics:

1. Law, anthropology, and the production of the social: an introduction to the links between legal and anthropological scholarship, exploring juridical concepts of power, agency and social personality and anthropology's models of society;
2. Legal and political ritual: selected theoretical analyses of modern legal ritual examined against the background of anthropological debates concerning the general nature of ritual;
3. The communication of power in writing: the representation and construction of social institutions in administration;
4. Legal time and evidence: ethnographic analysis of narrative, evidence and proof in different legal cultures;
5. Persons and things: legal forms of personification and objectification in systems of ownership and inheritance, with particular attention to the law governing reproductive resources;
6. Legal collectivities, the modern corporation and its others: ethnographies of the social and legal construction of collective agency;
7. The uses of anthropology in law and politics: the role of anthropology in contemporary contests over indigenous title, cultural property, common property resources, and alternative dispute resolution.

Teaching: Lectures AN438 eight one-hour MT, six one-hour LT, Classes AN438a eight one-and-a-half hours MT, six one-and-a-half hours LT; Seminars two one-and-a-half hours MT, three two-hours LT; three two-hours ST.

Reading list: Marc Augé, *Non-Places: Introduction to an anthropology of supermodernity*, 1995; Maurice Bloch, *From Blessing to Violence*, 1986 and *Ritual, History and Power*, 1989; Janet Dolgin, *Defining the Family. Law, Technology, and Reproduction in an Uneasy Age*, 1997; Kaja Finkler, *Experiencing the New Genetics. Family and Kinship on the Medical Frontier*, 2000; Rebecca French, *The Golden Yoke: The cosmology of law in Buddhist Tibet*, 1995; C M Hann (Ed), *Property Relations: Renewing the anthropological tradition*, 1998; Bruno Latour, *We Have Never Been Modern*, 1995; Pierre Legendre, *Law and the Unconscious. A Legendre Reader*, 1997; Niklas Luhmann, *Political Theory in the Welfare State*, 1990 and *Observations on Modernity*, 1998; Sally Engle Merry, *Getting Justice and Getting Even: Legal consciousness among working-class Americans*, 1990; Brinkley Messick, *The Calligraphic State: Textual domination and history in a Muslim society*, 1993; Sally Falk Moore, *Social Facts & Fabrications: "Customary" law on Kilimanjaro, 1880-1980*, 1986; Henrietta Moore, *A Passion for Difference*, 1994; Martha Mundy (Ed), *Law and Anthropology*, 2002; W T Murphy, *The Oldest Social Science?*, 1997; Laura Nader & Harry F Todd Jr (Eds), *The Disputing Process - Law in Ten Societies*, 1978; Katherine S Newman, *Law & Economic Organization: A comparative study of preindustrial societies*, 1983; Leopold Pospisil, *Anthropology of Law: A comparative theory*, 1971; Roy Rapaport, *Ritual and Religion in the Making of Humanity*, 1999; Simon Roberts & John Comaroff, *Rules & Processes*, 1983; Simon Roberts, *Order and Dispute*, 1973; June Starr & Jane F Collier (Eds), *History and Power in the Study of Law: New directions in legal anthropology*, 1989; Boaventura de Sousa Santos, *Toward a New Common Sense: Law, science and politics in the paradigmatic transition*, 1995; Marilyn Strathern, *Property, Substance & Effect: Anthropological essays on persons and things*, 1999; Gunther Teubner (Ed), *Global Law Without a State*, 1997; Victor Turner, *The Ritual Process*, 1969; Annette Weiner, *Inalienable Possessions. The Paradox of Keeping While Giving*, 1992; Barbara Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and complaint in a New England court*, 1993. **Assessment:** There is a three-hour formal examination in the ST based on the lecture course and the work covered in classes and seminars.

AN439 Half Unit Not available in 2004/05

Anthropology and Human Rights

This information is for the 2004/05 session.

Teacher responsible: Dr M Engelke, A609

Availability: For MSc in Social Anthropology and other degree programmes as permitted by the regulations.

Core syllabus: The tension between respect for "local cultures" and "universal rights" is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America; state violence in Guatemala; and Aboriginal land tenure in Australia.

Teaching: Lectures weekly, seminars weekly.

Written work: Students are expected to prepare discussion material for classes/seminars and are required to write Assessment essays.

Reading list: M Ishay (Ed), *The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present*; P G Lauren *The Evolution of International Human Rights: Visions Seen*; E Messer, "Anthropology and Human Rights" *Annual Review of Anthropology* 1993; J Cowan et al (Eds), *Culture and Rights: Anthropological Perspectives*; R Rorty (Ed), *Human Rights, Rationality, and Sentimentality* in S Shute & S Hurley (Eds), *On Human Rights: The Oxford Amnesty Lectures*; F Boas, "The Limitations of the Comparative Method of Anthropology" in Bohannon & Glazer (Eds), *High Points in Anthropology*; F Boas, "On Alternating Sounds" in G W Stocking (Ed), *The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader*; C Geertz, "The Impact of the Concept of Culture on the Concept of Man" in *The Interpretation of Cultures*; T Turner, "Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics" *Journal of Anthropological Research* 1997. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN440 Half Unit Not available in 2004/05

Anthropology of Civil Society, the State and Citizenship

This information is for the 2004/05 session.

Teacher responsible: Dr Deborah James, A616

Availability: For students doing MSc Social Anthropology, MSc Anthropology and Development, and other MSc students at the discretion of the teachers responsible.

Core syllabus: The course aims to give students a thorough understanding of debates about the interrelations between state, citizenship and civil society by situating them in an anthropological context. It will draw both on the classic writings in which these interrelated terms were originally used, and on a series of more recent writings exploring their salience in contemporary anthropology.

Content: Through relating theory to ethnographic studies, the course will investigate state-society relations in a variety of non-Western settings. This will enable a critical assessment of some recent approaches to understanding - and to advocating the merits of - civil society. Both donor-driven attempts to strengthen it as a means to supplant the power of what have been described as "weak states", and utopian visions of its rebirth as a buffer against the perils of globalisation, tend to universalise and reify the term and fail to recognise its relational nature when examined in specific social contexts. The course will examine debates about the present-day applicability of these interrelated terms in third-world settings. In drawing attention to the disguises of power in the everyday activities of life, the course will encourage students to apply the classic anthropological gaze. Its exploration of the connections between civil society, state, and citizenship will be rooted in a concern with these everyday activities. It will examine how far citizenship is constituted within apparently non-political arenas such as religion and the household. Conversely, it will explore local attempts to construct or maintain a private realm into which the state cannot penetrate.

Reading list: P Abrams, "Notes on the difficulty of studying the state", *Journal of Historical Sociology*, 1/1:58-89, 1988; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass; J Comaroff & J L Comaroff (Eds), *Civil Society and the Political Imagination in Africa Chicago*, Chicago University Press; J Habermas, *The Structural Transformation of the Public Sphere: An inquiry into a category of bourgeois society*, Cambridge, Mass, 1989; C Hann & E Dunn *Civil*

Society: challenging Western models, Routledge, 1996; T B Hansen & F Stepputat (Eds), *States of Imagination*, Duke University Press, 2002; Paul Hirst, *From Statism to Pluralism*, UCL Press, 1997; S Joseph (Ed), *Gender and Citizenship in the Middle East*, Syracuse University Press, 2001; S Kaviraj & S Khilnani (Eds), *Civil Society: history and possibilities*, Cambridge University Press; M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, Princeton University Press, 1996; M Trouillot, 'The anthropology of the state in the age of globalisation' *Current Anthropology* 42(1): 125-138, 2001; Pnina Werbner, 'Exoticising Citizenship: Anthropology and the new citizenship debate', *Canberra Anthropology* 21(2):1-27, 1998.

Teaching: 10 lectures and 10 seminars in the MT.

Assessment: There is a two-hour examination in the ST.

AN441

Anthropological Fieldwork Methods

This information is for the 2004/05 session.

Teachers responsible: Dr D James, A616

Availability: For MSc Social Anthropology (Research) and MPhil Social Anthropology.

Core syllabus: The course aims to give students a thorough grounding in the classic fieldwork methods used by anthropologists since the inception of the discipline in its contemporary form; a working knowledge of new techniques and trends which have been introduced over the past two decades; and an awareness of how both may be used in the context of the specific geographical and cultural setting in which they have chosen to conduct anthropological research.

Content: The first half of the course deals with general fieldwork methods. These include participant observation; using field notes; film, photography and visual methods of research; fieldwork ethics and anthropological 'codes of ethics'; written ethnography and the problem of representation; dealing with our precursors; critical approaches to existing ethnographic texts; multi-sited ethnography: the local and the global; research into family, kinship and the genealogical method; fieldwork and the use of archival material; and fieldwork methodology and the research proposal. In the second half of the course, each student presents a paper on methodological questions relating specifically to his/her proposed fieldwork.

Reading list: M Banks & H Morphy (Eds), *Rethinking visual anthropology*, Yale UP, 1999; R Ellen, *Ethnographic Research: a guide to general conduct*, Academic Press, 1985; A Gupta & J Ferguson (Eds), *Culture, Power, Place: explorations in critical anthropology*, Duke University Press; M Jackson, *Paths Towards a Clearing*, 1989; G Marcus, 'Ethnography in/of the world system: The emergence of multi-sited ethnography' *Annual Review of Anthropology*, 24, 95-117, 1995; K Narayan, 'How Native is a 'Native' Anthropologist?' *American Anthropologist*, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' *Current Anthropology*, 29(3), 405-435, 1988; R Sanjek (Ed), *Fieldnotes: the Makings of Anthropology*; H Russell Bernard, *Research Methods in Cultural Anthropology*, Sage, 1990; N Shepherd-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', *Man* (n.s.) 24, 145-164, 1989.

Teaching: 20 two-hour seminars in the MT and LT.

Written work: Students will be required to write and present a paper in the LT.

Assessment: Students' progress will be monitored throughout the course by the Teachers responsible. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN442

Supervised Reading Course and Fieldwork Preparation

This information is for the 2004/05 session.

Teachers responsible: Members of staff of the Anthropology Department (students' supervisors)

Availability: For MSc Social Anthropology (Research), and MPhil Social Anthropology.

Core syllabus: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance.

Content: The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).

Written work: Students will be required to write essays for their supervisors throughout the academic year.

Assessment: Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

This information is for the 2004/05 session.

Teachers responsible: Members of staff of the Anthropology Department

Availability: For MSc Social Anthropology (Research) and MPhil Social Anthropology.

Content: All students must submit a formal Research Proposal of 8,000-10,000 words excluding references to the Department on or before the deadline in September. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of the Anthropological Fieldwork Methods seminar (AN441). It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literature, relevant to the proposed research.

Assessment: For full unit courses there is a three-hour examination in the ST and for half-unit courses there is a two-hour examination in the ST. An essay of not more than 10,000 words on an approved topic.

AN900 Not available in 2004/05

A Programme of Ethnographic Films

This information is for the 2004/05 session.

Teachers responsible: To be announced

There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

DV400

Development: Theory, History and Policy

This information is for the 2004/05 session.

Teachers responsible: Professor J Harriss, U106, Dr Elizabeth Francis, U103 and other DESTIN Staff

Availability: Core course for MSc in Development Studies, MSc Development Management, MSc Anthropology and Development. Available to MSc Environment and Development, MSc Gender, Development and Globalisation, MPA Public and Economic Policy and MSc Population and Development only.

Core syllabus: The course deals with definitions, causes and consequences of, and obstacles to, development and the corresponding expansion of the capabilities of people as social beings. It aims to integrate the concepts and perspectives of a range of disciplines and to consider: major trends of development and change in modern history and interpretations of them in the social sciences; contemporary social theory and its bearing on the policy and practice of development; critical appraisal of current development policy.

Content: Concepts of 'development' and ethical issues. Historical evolution of paradigms of development and social change. The international 'development' system. Globalisation and development. Institutional approaches to development, states, markets and voluntary sector agencies as mechanisms for development administration. Review of key policy issues: aid; trade; international finance; industrial policy; poverty, agriculture and rural development; health; government.

Teaching: DV400 (20 two-hour lectures, MT and LT) and DV400.A (20 one-and-a-half hour seminars, MT and LT). Two supplementary lectures for those with no economics background to be given in MT.

DV400.1 (10 one-hour lectures, MT)

DV400.2 (20 two-hour lectures by a visiting speaker on Fridays, MT and LT).

Written work: Students will write at least two essays for presentation and evaluation in class.

Reading list: The following are recommended basic readings for the course: D Little, *The Paradox of Wealth and Poverty: mapping the ethical dilemmas of global development* (Westview, 2003); D Landes, *The Wealth and Poverty of Nations: why some are so rich and some are so poor* (Norton, 1999); J Stiglitz, *Globalization and its Discontents* (Penguin, 2002).

Further reading: B Agarwal, *A Field of One's Own: gender and land rights in South Asia* (Cambridge University Press, Cambridge & New York, 1994); T Allen & A Thomas, *Poverty and development into the 21st century*, (revised edition, Oxford University Press, 2000); T Barnett & A Whiteside, *AIDS in the Twenty First Century: Globalisation and Disease* (Palgrave 2002); R Bates, *Prosperity and Violence: the political economy of development* (W W Norton, 2001); J Dreze & A Sen, *Hunger and Public Action* (Oxford University Press, 1989); P Evans, *Embedded Autonomy: States and Industrial Transformation* (Princeton University Press, 1995); J Ferguson, *The Anti-Politics Machine: 'Development', Depoliticization and Bureaucratic Power in Lesotho* (Cambridge University Press, 1990); K Griffin, *Alternative Strategies of Economic Development* (Macmillan

1989); J Harriss, J Hunter & C Lewis (Eds), *The New Institutional Economics and ThirdWorld Development* (Routledge 1995); G Hart, *Disabling Globalization: places of power in Post-Apartheid South Africa* (University of California Press, 2002); D Held & A McGraw, *Globalization/Anti-Globalization* (Polity Press, 2002); C Leys, *The Rise and Fall of Development Theory* (James Currey, 1996); R Putnam, *Making Democracy Work: Civic Traditions in Modern Italy* (Princeton University Press, 1993); M Todaro, *Economics for a Developing World: An Introduction to Principles, Problems and Policies* (3rd edn, Longman, 1992); R Wade, *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization* (Princeton University Press, 1990); M Wuyts, M Mackintosh & T Hewitt (Eds), *Development Policy and Public Action* (Oxford University Press, 1992). A detailed reading list will be presented at the beginning of term, and readings and notes made available via webCT.

Assessment: Three-hour examination taken in the ST (80%), and coursework submitted for DV400.1 (20%).

DV400.1

Philosophical and Methodological Issues

in Development Research

This information is for the 2004/05 session.

Teacher responsible: Dr D W Rodgers, U210

Availability: For MSc Development Studies and MSc Development Management students; for First Year MPhil/PhD students in DESTIN.

Content: This course is intended to introduce students to a range of philosophical and some methodological issues in relation to development research.

Teaching: Teaching will consist of ten lectures in the MT, plus a supplementary lecture on preparation for the MSc dissertation. MPhil/PhD students will also attend 5 one-and-a-half hour seminars in MT.

Reading list: M Hollis, *The Philosophy of Social Science: An Introduction*; T Benton & I Craib, *Philosophy of Social Science: The Philosophical Foundations of Social Thought*; B Pratt & P Loizos, *Choosing Research Methods: Data Collection for Development Workers*; M Bulmer & D P Warwick (Eds), *Social Research in Developing Countries: Surveys and Censuses in the Third World*; S Devereux & J Hoddinott(Eds), *Fieldwork in Developing Countries*; R Ellen (Ed), *Ethnographic Research: A Guide to General Practice*; M Agar, *The Professional Stranger: An Informal Introduction to Ethnography*; S Medema & W Samuels (Eds), *Foundations of Research in Economics: How Do Economists Do Economics?*; P Bardhan (Ed), *Conversations between Economists and Anthropologists: Methodological Issues in Measuring Economic Change in Rural India*.

Assessment: Students will write a 2,000 word essay worth 20% of the final mark for DV400 due on the first day of ST.

DV406

Development Management

This information is for the 2004/05 session.

Teachers responsible: Dr Jo Beall, U208, Dr E A Brett, U204 and Dr J P Faguet, U203

Availability: A core course for MSc Development Management students only.

Core syllabus: A critical examination of the institutions of the state, market and civil society and their impact on development policies, programmes and projects, as well as choices about appropriate organizational forms and imperatives for organisational change.

Content: The aim of the course is to provide a theoretical understanding of international, national and local level development institutions and to generate a critical awareness of the research that has been conducted into selected areas of development practice. On completing the course students should be able to: (1) use theory to solve practical development problems; (2) identify and assess relevant case study material to inform the practice of development management; and (3) critically appraise their own practical experience as workers in development organisations or consumers of their services. The course reviews literature dealing with the principles governing the institutions and organisations through which policies, programmes and projects are implemented. It examines the variety of functions they must perform; the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It considers recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, social policy and organisational ethnography. It focuses on the role of hierarchy, competition and participation in providing different kinds of services in different situations and contexts. It provides an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institutions and organisations, centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice.

Teaching: There are 18 two-hour lectures and 17 one-and-a-half hour seminars over the MT and LT. During the LT students also take part in a

group research project on topics identified by development agencies in consultation with staff. A lecture and workshops are organised to assist student groups to formulate their proposals and report back to their commissioning agencies.

Written work: In the MT students are expected to produce one 2,000 word essay on a topic agreed with an individual tutor. In the LT students are assessed on the group project report and their individual component of the research project.

Reading list: A detailed weekly reading list is provided at the first course meeting. Introductory readings include: J Beall et al, *Uniting a Divided City: Governance and Social Exclusion in Johannesburg*, Earthscan, 2002; E A Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', *Development and Change*, 24, April 1993; C Clague, *Institutions and Economic Development*, Johns Hopkins, 1997; V Ostrom, *Rethinking Institutional Analysis and Development: Issues and Alternatives*, International Center for Economic Growth, San Francisco, 1988; D Robinson et al, *Managing Development*, Sage, 1999; G Thompson et al, *Markets, Hierarchies and Networks*, Open University, 1990; S Wright, *The Anthropology of Organisations*, Routledge, 1994.

Assessment: The course is assessed by a three-hour unseen examination in the ST (70%) and by the essay (10%) and project grade (20%).

DV407 Half Unit

Poverty

This information is for the 2004/05 session.

Teacher responsible: Professor Ashwani Saith

Availability: For students taking the MSc in Development Studies, MSc Development Management, MSc Environment and Development, MSc Anthropology and Development, MSc Gender, Development and Globalisation, MSc Management of Non-Governmental Organisations, MSc Population and Development and MPA Public and Economic Policy.

Core syllabus: A policy-oriented, multi-disciplinary analysis of issues of conceptualisation, identification and measurement of poverty, linking these to strategies, policies and other interventions for poverty reduction. Alternative perspectives will be critically analysed and evaluated. A multi-disciplinary approach will be used; and no prior mathematical or statistical qualification is required. The course deals with characterisations of poverty and deprivation, but its real interest is in the lives of the poor. The lectures pay special attention throughout to gender dimensions of poverty.

Content: The course discusses conceptual dimensions of poverty, deprivation and human development, covering alternative approaches, measures and methods of quantification and identification, including absolute and relative poverty measures, functioning and capability deprivation, various social indicators and human development (or deprivation) indices, dimensions of social exclusion, and contrasting methods based on the self-perception and participation of the poor themselves. These are analysed and compared, and used, within a global frame of reference, to identify alternative meanings of poverty, and constituencies of the poor.

In particular, the lectures will address the following themes:

1. POVERTY AND THE POOR: Parables and Paradigms
 2. GNP: Beyond Redemption?
 3. ABSOLUTE POVERTY: Lines, Lies, Lives
 4. CAPABILITIES - SOCIAL INDICATORS & HDI: Composite Advocacy
 5. VOICES OF THE POOR: Us Listening to Them
 6. SOCIAL EXCLUSION: Discrimination, Identity, Dignity
 7. BASIC NEEDS TO DECENT WORK: Shifting Slogans and Paradigms
 8. MASS ENTITLEMENT FAILURES: Volatility, Violence, Vulnerability
 9. WAYS OF SEEING: The Gender Prism
 10. EVALUATING THE TOOL KIT: How Does Measurement Measure Up?
- While the lectures will focus mainly on issues of conceptualisation, identification and methods of measurement, the seminars will also address wider strategic issues and options in policy intervention for poverty reduction. How does the choice of measure and method influence the identification of the poor, and the design of policy interventions for reducing poverty?

Teaching: The course will be taught during LT and will consist of 10 one-and-a-half hour lectures and nine seminars/workshops during weeks 2-10, each of one-and-a-half hours.

Reading list: A Sen, *The Standard of Living*, The Tanner Lectures, Cambridge University Press; 'The Standard of Living: Lecture 1, Concepts and Critiques' (pp.1-19), and 'The Standard of Living: Lecture 2, Lives and Capabilities' (pp.20-38), 1987; H Daly & J. B. Cobb Jr *For the Common Good*, London: Green Print; 'An Index of Sustainable Economic Welfare', pp.401-455, 1990. Richard Layard, 'Happiness: Has Social Science a Clue?' <http://cep.lse.ac.uk/events/lectures/layard/RL030303.pdf>, 'Income and Happiness: Rethinking Economic Policy' <http://cep.lse.ac.uk/events/lectures/layard/RL040303.pdf>, 'What Would Make a Happier Society?' <http://cep.lse.ac.uk/events/lectures/layard/RL050303.pdf>, 2003; M Ravallion, *Poverty Comparisons: A Guide to Concepts and Methods*, LSMS Working Paper 88, Washington DC, World Bank, 1992; T N Srinivasan, 'Human Development: A New Paradigm or Reinvention of the Wheel?'

American Economic Review, May, Vol 84, No 2, pp.238-243, 1994; Cooke, Bill & Uma Kothari (Eds), *Participation: The New Tyranny*, London, Zed Press, 2001; J Hills, J Le Grand & D Piachaud (Eds), *Understanding Social Exclusion*, Oxford University Press, 2002; Dharam Ghai, 'Decent work: concepts, models and indicators', Education and outreach programme, Geneva: International Institute for Labour Studies, 2002; Siddiq Osmani, 'The Entitlement Approach to Famine: An Assessment', Chapter 12 in Basu, P K Pattanaik & K Suzumura (Eds), *Choice, Welfare and Development: A Festschrift in Honour of Amartya K Sen*, Oxford, Clarendon Press, pp 253-294, 1995; N Kabeer, 'Beyond the Poverty Line: Measuring Poverty and Impoverishing Measures', Chapter 6 in N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, pp136-162, London & New York, Verso, 1994; S Sonpar & R. Kapur 'Non-conventional Indicators of Gender Disparities under Structural Reforms', in Mukhopadhyay, S & R M Sudarshan (Eds), *Tracking Gender Equity under Economic Reforms: Continuity and Change in South Asia*, pp 24-63, New Delhi: IDRC & Kali for Women; chapter 2, 2003; P Glewwe & J Van der Gaag, 'Identifying the Poor in Developing Countries: Do Different Definitions Matter?', *World Development*, Vol 18, No 6, June, pp 803-814, 1990. **Assessment:** Two-hour unseen examination held in the ST (70%); and one essay (up to 3,000 words) to be submitted at the start of ST (30%).

DV409

Economic Development Policy

This information is for the 2004/05 session.

Teachers responsible: Dr D Weinhold, U105 and Dr M Goldstein, U104

Availability: This course is for students taking the MSc in Development Studies; MSc in Development Management; MSc Environment and Development; MSc Anthropology and Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the Teachers responsible. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teachers responsible. The instructors reserve the right to limit enrolment in this course. At the instructors' discretion, enrolment may be denied to any student on the basis of a pre-quiz administered in the first lecture.

Core syllabus: This course focuses on analytically and empirically rigorous analyses of economic policies in developing countries. Increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare and promoting growth, can now be analysed much more rigorously using a variety of quantitative techniques. By looking at how this approach can be applied to a range of development issues the course will provide an overview of new thinking on the design of public policy to improve growth and welfare in developing countries. There is a strong emphasis on regression and other econometric techniques, which allow us to critically assess public policies, in the course.

Content: The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, nine lectures focusing on policies related to macroeconomic issues, and ten lectures on policies relating to microeconomic issues. Macroeconomic topics to be discussed include determinants of growth, human capital accumulation, globalisation and the political economy of trade policy, structural adjustment, aid, debt relief, corruption and environment and growth. Microeconomic topics include health and education; targeting and transfers; land contracts and reform; intra-household resource allocation; labour markets and child labour; credit rationing and micro-finance; risk and insurance; agricultural innovation and marketing and an examination of emerging issues in political economy.

Teaching: The course will be taught during MT and LT and will consist of 20 one-and-a-half hour lectures and 20 seminars/classes of one-and-a-half hours each.

Reading list: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, *Development Economics* (1998) which will serve as the course text, W Easterly, *The Quest for Growth*; A Deaton, *Analysis of Household Surveys: a Microeconomic Approach to Development Policy* (1997); J Behrman & T N Srinivasan, *Handbook of Development Economics* (1995); P Krugman, *The Accidental Theorist: Recent Dispatches from the Dismal Science* (1998).

Written work and Assessment: Students will be assessed both by continuing evaluation (30%) and by a three-hour written examination to be held in the ST (70%).

DV410

Research Design and Dissertation in Development Studies and Development Management

This information is for the 2004/05 session.

Teachers responsible: Dr J Beall, Dr Elizabeth Francis and all DESTIN staff

Availability: Compulsory for MSc Development Studies and MSc Development Management. Also for MSc Gender, Development and Globalisation, MSc Environment and Development, MSc Anthropology and Development

Core syllabus: Students will design a detailed research proposal towards the dissertation on a topic within Development Studies/Management. This will be conducted under the supervision of a member of the DESTIN staff, through individual tutorials. The student research proposals will form the basis for discussion in research seminars held during the ST.

Content: The research proposal will identify a key question for investigation, the theoretical and methodological framework to be employed in the work and a justification for why the topic is theoretically and empirically important, with reference to the literature. A tentative outline and preliminary bibliography will be included. Students will present their proposals for debate and discussion in research seminars.

Teaching: Students will attend individual tutorial sessions with their supervisors during MT and LT to design their research proposals, the topic of which must be approved by the supervisor. Proposals will be evaluated, commented upon and approved by staff. Students will present their research proposals during research seminars to be held in the ST.

Assessment: Students will submit a research proposal of not more than 2,000 words before the start of ST. This will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 1 September.

DV411 Half Unit

Population and Development: an Analytical Approach

This information is for the 2004/05 session.

Teacher responsible: Professor Tim Dyson, U211

Availability: This course is for students taking the MSc in Population and Development, MSc in Development Studies, MSc in Development Management, MSc in Environment and Development, MSc in Health, Population and Society, MSc Human Rights and it is also available to other MSc students where regulations permit.

Core syllabus: The course critically examines the different analytic approaches to the main interrelationships between population changes and socio-economic development. The course draws on a variety of theoretical and historical experiences to address and explore these interconnections and the principal debates concerning them. In so doing, it aims to provide balance between theoretical understanding, knowledge of empirical processes, and implications for policy.

Content: The course begins by providing an overview of the world's current demographic situation at both the global and regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. The sectoral implications of population growth for issues of employment, savings and investment are considered. Health, and world food prospects are examined, as well as the family and migration. Contemporary neo-Malthusian arguments, with their environmental components are also considered. Further details will be provided at the start of the session.

Teaching: Ten x one-and-a-half hour lectures and ten x one-and-a-half hour seminars, MT.

Reading list: A detailed reading list will be provided. Some key sources are: T Dyson 'A Partial Theory of World Development' in *International Journal of Population Geography*, 7, 2001; T Dyson, *Population and Food: global trends and future prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.

Assessment: One 2,000 word essay (20%) and a two-hour examination (80%).

DV413 Half Unit

Institutions, Environmental Change and Development

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Forsyth, U205

Availability: For students taking the MSc in Environment and Development, the MSc in Development Studies, the MSc in Development Management, or the MSc Anthropology and Development and for those taking other MSc programmes with the approval of the course teacher and their own programme directors.

Core syllabus: The course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is dealt with in DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and

governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable development.

Content: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state, the community, common property resources, and co-management of land and forests; environmental movements and environmental politics.

Teaching: 10 lectures (each of one hour duration) and 10 seminar classes (each of one hours duration) during MT.

Written work: Students will be asked to write at least one paper based on an essay prepared for class (except E&D stream - see below).

Reading list: A detailed weekly reading list will be provided at the first course meeting.

W M Adams, *Green Development*, Routledge, 2000; T Benton & M Redclift (Eds), *Social Theory and the Global Environment*, Routledge, 1994; P Blaikie & H Brookfield, *Land and Society*, Routledge, 1987; T Forsyth, *Critical Political Ecology: the politics of environmental science*, Routledge, 2003; M Leach & R Mearns (Eds), *The Lie of the Land: challenging received wisdom in African environmental change and policy*, James Currey, 1996; E Ostrom, *Governing the Commons*, Cambridge University Press, 1990; R Peet & M Watts (Eds), *Liberation Ecologies: environment, development, social movements*, Routledge 1996.

Assessment: Two hour examination (80%) and an essay of no more than 2,000 words (20%) submitted by the first day of LT.

DV415 Half Unit

Institutions and the Global Environment

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Forsyth, U205

Availability: The course is primarily intended for students taking the MScs in Environment and Development, Development Studies, and MSc Global Politics but is open to all students who wish to take a half-unit in international aspects of global environmental change and politics.

Core syllabus: This course is about global environmental change and political responses at the international, national and sub-national level. The course focuses upon the institutions, politics and policy processes that are involved in the regulation of the interactions between society and the environment at the global level. As in the other half-unit course with which this is associated (DV413), a basic question to be examined is that of how the institutions of the 'global system' impose constraints upon, and present opportunities for the promotion of sustainable development. The course will also be relevant to debates about 'global governance', policy formulation and implementation, and the involvement of state, and non-state (business and social) actors within environmental policy. The course will draw upon some elements of international Relations debates, but will also include more general discussions of global environmental governance within Development Studies, Environmental Politics, and Science-Policy.

Teaching: 10 one-and-a-half hour lectures in LT, with one one-and-a-half hour class (seminar) per week.

Reading list: Students are encouraged to look at any good basic texts and websites on global environmental governance and negotiations. For examples: S Buck, *The Global Commons: An Introduction*, Earthscan (1998); ESRC GEC programme, *Who governs the global environment?* www.gecko.ac.uk/doc-b/index.html (2000); L Elliot, *The Global Politics of the Environment*, Macmillan (1998); M Grubb et al, *The Earth Summit Agreements: A Guide and Assessment*, Earthscan, (1993); M Grubb et al, *The Kyoto Protocol: a guide and Assessment*, Earthscan (1999); P Haas et al (Ed), *Institutions for the Earth: sources of effective international environmental protection*, MIT Press (1993); S Rayner & E Malone, (Eds), *Human Choice and Climate Change*, Battelle Press (1998); O Young (Ed), *The Effectiveness of International Environmental Regimes*, MIT Press (1999); W Sachs (Ed), *Global Ecology: Conflicts and Contradictions*, Zed Books (1999); J Vogler & M Imber (Eds), *The Environment and International Relations*, Routledge (1996).

Assessment: Two-hour examination (75%) - answer two questions (of seven) in two hours. Essay of no more than 3,000 words (25%). These essays may be based on class presentations.

DV416 Half Unit

Gender Institutions and Social Development

This information is for the 2004/05 session.

Teacher responsible: Dr P Sen, U103

Availability: For MSc Gender, Development and Globalisation; MSc Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and Development.

Core syllabus: This course is concerned with the significance of gender relations in processes of social change and development. The course has several main components. The first is a review of theoretical approaches to analysis of gender relations, social change and development, primarily

in Sub-Saharan Africa and South Asia. The second component considers the historical and contemporary significance of gender relations in engagement in key institutions (chiefly households, communities, markets and states). Lastly, we consider the ways in which violence, religion and religious fundamentalism impact upon women.

Content: The course begins with an overview of basic concepts and issues in the areas of gender and development and feminist theory. Attention will be paid to debates about the representation of 'Third World Women' in academic and policy discourse. Key processes of economic, political, social and cultural change in Sub-Saharan Africa and South Asia will be surveyed, with a focus on their implications for gender relations. Attention then moves to how social change is experienced and negotiated within households and localities. The course also examines the impact on gender relations of changing forms of involvement in and the operation of states and markets as well as the importance of culture and religious discourses. We will consider the relationship between violence against women and social and economic change. Students will be encouraged to draw extensively on relevant empirical material.

Teaching: Teaching will consist of 10 one-and-a-half hour lectures and nine one-and-a-half hour seminars.

Reading list: B Agarwal, *A field of One's Own; Gender and Land Rights in South Asia* (1994); D Bryceson (Ed), *Women Welding the Hoe: Lessons from Rural Africa for Feminist Theory and Development Practice* (1995); N Folbre, *Who Pays for the Kids? Gender and Structures of Constraint* (1994); E Francis, *Making a Living: Changing Livelihoods in Rural Africa* (2000); L Haddad et al, *Intra Household Resource Allocation in Developing Countries* (1997); C Jackson & R Pearson, *Feminist Visions of Development* (1998); N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought* (1994); M Mackintosh, *Gender, Class and Rural Transition* (1989); M Marchand & J Parpart, *Feminism/Postmodernism/Development* (1995); M Molyneux & S Razavi (Eds), *Gender Justice, Development and Rights*, OUP (2002); H Moore, *Feminism and Anthropology* (1988); S Rai & G Lievesley, *Women and the State: International Perspectives* (1996); N Visvanathan et al (Ed), *The Women Gender and Development Reader* (1997); T Wallace & C March, *Changing Perceptions: Writings on Gender and Development* (1991).

Assessment: The course will be assessed by a two-hour examination in the ST worth 80% of the final mark and coursework worth 20% of the final mark.

DV417 Half Unit

Global Civil Society

This information is for the 2004/05 session.

Teacher responsible: Professor M Kaldor, M206

Availability: For MSc Development Studies, MSc Anthropology and Development, MSc Development Management, MSc Environment and Development, MSc Human Rights, MSc Global Politics, MSc European Political Economy, Transition and MSc Global Media and Communications.

Core syllabus: This course will introduce students to the concept of global civil society and at the same time will provide an overview of transnational 'actually existing' civil society as a contested arena in the context of both integration and fragmentation that is associated with globalisation.

Content: After an overview of the contemporary debate on global society, the course is divided into three parts, each covering three weeks. The first part covers classic theories of civil society, Locke, Ferguson, Hegel, Gramsci, and the East European dissidents. The second part deals with the impact of globalisation on theories of civil society including civil society in different cultural contexts and the relationship to war and sovereignty. The final part examines some of the actors of global civil society (NGOs and social movements, nationalist and religious groups, and the global justice movement).

Teaching: This course will consist of 10 one-and-a-half hour lectures in the LT and 10 one-and-a-half hours seminars which will be student-led.

Reading list: H Anheier, M Glasius & M Kaldor (Eds), *Global Civil Society 2001 & Global Civil Society 2002*, OUP, 2001 & 2002; A Arato & J Cohen, *Civil Society and Political Theory*, MIT Press, 1992; Neera Chandhoke, *The Concepts of Civil Society*, OUP, 2003; Robin Cohen & Shirin M Rai, *Global Social Movements*, Athlone Press, London and New Brunswick; David Held, *Global Transformations*, Polity, 1999; Ernest Gellner, *Conditions of Liberty: Civil Society and its Rivals*, Hamish Hamilton, 1994; D Hulme & M Edwards, *NGOs, States and Donors: Too Close for Comfort*, Macmillan, 1997; Keane, *Civil Society*, Polity, 1999; Margaret Keck & Kathryn Sikkink, *Activists Beyond Borders*, Cornell University Press, 1998; Naomi Klein, *No Logo*, Flamingo, 2000; J Howell & J Pearce, *Civil Society and Development*, Lynne Rienner, 2001; M Kaldor, *The Idea of Global Civil Society: An answer to war*, Polity Press, 2003; M Kaldor, H Anheier & M Glasius, *Global Civil Society 2003*, Oxford University Press, 2003; S Kaviraj & S Khilani, *Civil Society: History and Possibilities*, Cambridge University Press, 2001; Ronnie D Lipschutz, 'Reconstructing World Politics: The Emergence of Global Civil Society', *Millennium: Journal of International Studies*, Vol 21, No 1, 1992; Robert O'Brien et al, *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge University Press; A Seligman, *The Idea of Civil*

Society, Princeton University Press, 1992; Jan Aart Scholte (Ed), *Civil Society and Global Finance*, Routledge, 2002.

Written work and Assessment: Students will be expected to write two essays and give one oral presentation on a different subject. The course will be assessed by a term paper (20%) which can be based on the essay or oral presentation and a two-hour examination in the ST (80%).

DV418 Half Unit

African Development

This information is for the 2004/05 session.

Teachers responsible: Dr T Allen, U108 and Dr D Keen, U107

Availability: For students taking the MSc in Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Gender and Development, MSc Environment and Development, MSc Human Rights and for those taking other MSc programmes with the approval of the course teachers and their own programme directors.

Core syllabus: This course is concerned with processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions. It also examines African responses to social change and development through study of local-level social change.

Content: One major concern of the course is with the political economy of African development. Attention will be paid to contemporary legacies of the colonial encounter, the constraints and opportunities presented by African countries' positions in the global economy; states, civil society and markets and the causes and effects of wars.

A second component of the course will draw on economic, anthropological and sociological approaches to examine African responses to social change through a focus on changing livelihoods, informal economies, and gender dimensions of social change. A third component will provide an evaluation of development interventions, including responses to the HIV/AIDS pandemic.

Teaching: The course will be taught through 10 lectures and 10 classes, both lasting one-and-a-half hours.

Reading list: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course: M Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1996; J-F Bayart et al, *The Criminalization of the State in Africa*, 1999; S Berry, *No Condition is Permanent*, 1993; R Werbner & T Ranger, *Post-Colonial Identities in Africa*, 1996; D Bryceson & V Jamal, *Farewell to Farms: De-agrarianisation and Employment in Africa*, 1997; E Chole & J Ibrahim, *Democratisation Processes in Africa*, 1995; J Ferguson, *Expectations of Modernity: myths and meanings of urban life on the Zambian copperbelt*, 1999; E Francis, *Making a Living: Changing Livelihoods in Rural Africa*, 2000; P Richards, *Indigenous Agricultural Revolution*, 1985; J McGaffey et al, *The Real Economy of Zaire*, 1991; M Vaughan, *Curing Their Ills: Colonial Power and African Illness*, 1991; J Comaroff & J Comaroff, *Modernity and its Malcontents*, 1993; J Hanlon, *Mozambique: Who Calls the Shots?*, 1991 T Allen & A Thomas, *Poverty and Development into the Twenty-First Century*, 2000; C Achebe, *Things Fall Apart*; Mwangi, *Going Down River Road*, Ngugi wa Thiong'o, *Moving the Centre*, 1993; T Dangaremba, *Nervous Conditions*, 1988.

Assessment: The course will be assessed by an essay worth 20% of the final mark and an examination worth 80% of the final mark.

DV420 Half Unit

Complex Emergencies

This information is for the 2004/05 session.

Teacher responsible: Dr David Keen, U107

Availability: For students taking the MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc Gender and Development, MSc Environment and Development, MSc Population and Development, MSc in Human Rights, MSc Global Politics, MSc Management of Non-Governmental Organisations and MPA Public and Economic Policy.

Core syllabus: The course looks at social, economic, psychological and political processes accompanying humanitarian disasters, at the effects of interventions, and at the prospects for peace.

Content: The course examines the consequences and causes of humanitarian disasters, and the effects of various interventions. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the sociological and psychological roots of violence, as well as the information systems that surround and help to shape disasters. The principal focus is on Africa but other areas are also considered.

Teaching: The course will be taught in MT and will consist of 10 lectures of between one and one-and-a-half hours and nine seminars of one-and-a-half hours.

Reading list: A detailed weekly reading list will be provided at the first course meeting. A Sen, *Poverty and Famines*, Clarendon, 1991; M Duffield, *Global Governance and the New Wars*, Zed, 2001; D Keen, *The Benefits of Famine*, Princeton, 1994; A de Waal, *Famine Crimes*, James Currey, 1997; J Zur, *Violent Memories*, Westview, 1998.

Assessment: One unseen two-hour examination in the ST worth 80% and Assessment of course work worth 20%.

DV421 Half Unit

HIV/AIDS and Other Emerging Health Threats

This information is for the 2004/05 session.

Teacher responsible: Professor Tim Dyson, U211

Availability: For students taking MSc Development Management, MSc Development Studies, MSc Global Politics, MSc Health Population and Society, MSc Population and Development, MSc International Health Policy and MSc Human Rights. Also available to other MSc students with the approval of the course teacher and their own programme directors.

Core syllabus: This course deals with emerging challenges to human health and society, with particular reference to the developing world. It examines relevant theoretical and conceptual frameworks, the mechanisms through which new diseases and threats to health arise, their social, political, economic and other consequences, and considerations relevant to policy. The course draws on past experience ranging from the plague in medieval times to recent experience with ncvjd. But its main focus is on HIV/AIDS, in particular the many consequences and implications of the disease.

Content: The course begins with an overview of basic concepts and issues, eg epidemiological transition theory, and both individual and ecological perspectives on health and disease. It considers resurgent diseases (eg multiple drug-resistant tuberculosis) and health issues arising from processes like urbanisation, life-style changes, and shifts in patterns of food consumption (eg obesity and type 2 diabetes). Health problems arising from environmental changes and development initiatives (eg arsenic poisoning of groundwater supplies in Bangladesh) are examined. The bulk of the course focuses on HIV/AIDS, although parallels with the experience of other 'new' diseases and emerging health threats are made. Also, while much of the treatment of HIV/AIDS is organised on a regional basis (because some circumstances differ greatly between different parts of the world) there is attention to those aspects of the situation which different regions share. Consequently the course draws on the experience of many countries, not just those in Africa. With this as background, the history, distribution, and basic epidemiology of HIV/AIDS, and relevant data sources, are addressed. The course considers the many different (eg demographic, social, economic, political) consequences of the disease in the context of its transmission (a) through sexual relations (b) from mother to child, and (c) through blood. It addresses: social and political reactions to the disease (eg stigmatisation, denial); the responses of institutions (eg the media, development agencies, the pharmaceutical industry); interactions with poverty and social exclusion (eg apropos commercial sex workers, gay men, injecting drug users); and connections with issues of sexuality and gender. The course addresses: the effects of HIV/AIDS at the individual, household and community levels; balances between prevention and treatment strategies; the implications of the disease for orphans and the elderly; its consequences for systems of food production, and educational and health provision; implications for the macro-economy, social cohesion and governance. It aims to provide up-to-date knowledge of the HIV/AIDS situation, plus an understanding of circumstances which is informed by knowledge of experience with other epidemics and emerging health threats.

Teaching: There will be a one-and-a-half hour lecture and a one-and-a-half hour seminar each week during LT.

Reading list: (A detailed weekly reading list will be provided at the first lecture). T Barnett & A Whiteside, *AIDS in the Twenty-First Century. Disease and Globalization*, Palgrave Macmillan, 2002; T McMichael, *Human Frontiers, Environments and Disease, Past Trends, Uncertain Futures*, Cambridge University Press, 2001; World Bank, *Confronting AIDS: Public Priorities in a Global Epidemic*, Oxford University Press, New York, 1998. Relevant journals include *Social Science and Medicine* and *Population and Development Review*

Assessment: One unseen two-hour exam in the ST (80%) and an assessment of coursework (20%).

DV422

International Political Economy of Development

This information is for the 2004/05 session.

Teachers responsible: Professor Robert Wade and Dr Ken Shadlen, DESTIN

Availability: For MSc Development Studies; MSc Development Management and MSc Global Politics.

Pre requisites: It is highly desirable that students enrolling in DV422 will have previously taken first-year university economics, or be concurrently enrolled in DV409.

Core syllabus: This course examines the political economy of "North-South" relations, focusing on how changes at the international level affect developing countries' national-level strategies for interaction with and integration into the global economy. Our focus on the 'international political economy' is broad, including changes in multilateral economic organizations (MEOs), foreign policies of key countries in the 'North', and

changing political and economic strategies of important business constituencies in the developed countries. We examine the challenges and opportunities presented to developing countries by changes in the rules and procedures instituted by states to regulate (and deregulate) the international economy in the half-century following World War II. Particular emphasis is placed on understanding the changing role of MEOs in the contemporary era of 'globalization.' We are also interested in responses to global economic change, including the strategies of the world's poorer and weaker countries/regions (eg Africa, Asia, and Latin America) to interact with and participate in MEOs and international markets, and the effect that non-state actors have on shaping (and reshaping) the development agenda.

Content: Three key MEOs - the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO), serve as centre of gravity for examination of IPE of Development. Key topics include the following: global inequality and the ascension of neo-liberal economic thought; the role of institutions in international politics and the distinct economic and political challenges confronting countries in the developing world; relationship between MEOs and non-governmental organizations; politics of international debt; World Bank environment and poverty agendas; expanding scope of governance within WTO; global politics of investment and intellectual property rights; adaptability of prevailing modes of global governance to needs of developing countries.

Teaching: 20 lectures and 18 seminar classes in MT and LT.

Reading list: A detailed reading list is presented at the beginning of the term.

Written work and Assessment: Students will write two essays (one per term). Assessment will be based on a three-hour examination (60%) in the ST and two essays (20% each).

EC400

September Introductory Course (Economics)

This information is for the 2004/05 session.

Teacher responsible: Dr M Bray, S476

Availability: This course is for MSc Economics, MSc Global Market Economics, MSc Public Financial Policy, MSc Economics and Economic History, MSc Economics and Philosophy, MSc Finance and Economics, MRes/PhD Economics, and for other graduate students only with the permission of the course tutor.

Course syllabus: The aim of this pre-session course is to provide students with the essential mathematical, statistical, economic and econometric background for the core Economics courses of these programmes.

Content: Week one consists of economics, mathematics, and statistics revision sessions. Weeks 2-3 cover mathematics for microeconomics, mathematics for macroeconomics, and econometrics.

Teaching: 25 hours lectures and 50 hours classes during September.

Reading list: Students will be advised of recommended readings in the Summer.

Assessment: Students will be required to complete a set of self-testing exercises during the course. At the end of the course, students will be examined in mathematics for microeconomics and macroeconomics, and in econometrics.

EC402

Methods of Economic Investigation

This information is for the 2004/05 session.

Teachers responsible: Professor S Nickell, R448 and Dr V Hajivassiliou, S564

Availability: The course is for MSc Economics, MSc Economics and Economic History, MSc Economics and Philosophy, MSc Global Market Economics, MSc Public Financial Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances.

Pre requisites: A knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September Introductory Course. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Core syllabus: The course aims to present and illustrate the techniques of empirical investigation in economics.

Content:

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors.
3. Asymptotic Theory and its application to the regression model.
4. An example of regression using experimental data estimating the impact of class size on school performance.
5. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
6. Heteroskedasticity and Generalized Least Squares.
7. Measurement Errors and Instrumental Variables.
8. An example of the omitted variable problem. The omission of ability in

the determination of the rate of return of schooling.

9. The method of maximum likelihood.

10. The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.

11. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.

12. Diagnostic tests, model selection.

13. Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.

14. Co-integration and error correction models.

15. The application of these methods to consumption.

Teaching: Lectures EC402: Main course 40 (twice weekly) MT and LT. Supplementary course eight (once fortnightly) MT and LT (Dr A Michaelides). Classes EC402.A: 20 Sessional.

Written work: Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Reading list: J Johnston & J diNardo, *Econometric Methods* (4th edn) or W H Greene, *Econometric Analysis* (4th edn).

Assessment: A three-hour written examination in the ST. There will be approximately seven questions. The first question (which will be compulsory and account for 60% of the marks) will contain seven short problems.

EC404

Current Economic Issues

This information is for the 2004/05 session.

Teachers responsible: Professor S Pischke, Dr E Yashiv and others

Availability: This course is for students in the 2nd year of MSc Global Market Economics and MSc Public Financial Policy and only open to these students.

Core syllabus: This course will be a seminar-based programme covering selected topics of current policy and practical importance. Seminars are presented by faculty, leading economic policy makers and academics.

Content: Examples of topics are: European Monetary Union; Corruption, Public Sector Efficiency and Growth; the Asian Crisis; Trade and the Environment; the Political Economy of Reform; Competition Policy; the International Aid Regime; The Economics of New Technologies.

Teaching: 10 x two-hours MT and LT, two x two-hours ST. Classes 10 x one-hour MT and LT.

Reading list: Readings for this course will vary according to the issues addressed in each term. A reading list will be supplied at the beginning of each term. A sample reading list for one intended topic, Aid Effectiveness and the International Aid Regime, is: *Assessing Aid: What Works, What Doesn't, and Why*, A World Bank Policy Research Report, OUP, 1998; P Boone & J P Faguet, 'Multilateral Aid, Politics and Poverty' in R Grant & J Nijman (Eds), *The Global Crisis in Foreign Aid*, Syracuse UP, 1998; R Cassen, 'Finance and Development' in *The Effectiveness of Aid*, 23(1), March 1986; A Killick, 'The Developmental Effectiveness of Aid to Africa' in I Husain & J Underwood (Eds), *African External Finance in the 1990s*, A World Bank Symposium, World Bank, 1991; L H Summers & L Pritchett, 'The Structural Adjustment Debate' in *American Economic Review*, 83(2), May 1993.

Assessment: A three-hour written examination in the ST.

EC406

Economic Policy Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr S Redding, R432 and Dr C Scott, S687

Availability: This course is only for 2nd year students on the MSc Global Market Economics and MSc Public Financial Policy.

Core syllabus: The aim of this course is to equip students with analytical tools required for decision taking in the public and private sectors.

Content:

- i. Applied welfare economics: including cost benefit analysis, applied general equilibrium modelling, with applications such as tax reform, trade policy, labour market policy.
- ii. Applied econometric methods of policy evaluation. This section will provide an introduction to econometric methods for evaluating policy reform and examine the application of these methods in a wide range of contexts from developing and developed countries.
- iii. Applied game theory, decision analysis, bargaining theory.

Teaching: 40 hours lectures and 20 hours classes sessional.

Reading list: A K Dixit & S Skeath, *Games of Strategy*, Norton, 1999; R Gibbons, *Game theory for applied economists*, Princeton, 1992; E Stokey & R Zeckhauser, *A primer for policy analysis*, Norton, 1978; R Blundell & M Dias Costa, 'Evaluation Methods for Non-Experimental Data', *Fiscal Studies*, 21(4), 427-68, 2000; A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, Johns Hopkins, 1997; J L Baker, *Evaluating the Impact of Development Projects on Poverty: a handbook for practitioners*, World Bank, Washington, 2000;

J Newman, L Rawlings & P Gertler 'Using randomised control designs in evaluating social sector programs in developing countries', *World Bank Research Observer*, 9 (2), July, 1994.

Assessment: A three-hour written examination in ST.

EC411

Microeconomics for MSc Students

This information is for the 2004/05 session.

Teachers responsible: Professor M Piccione, S477 and Dr M Pesendorfer, R537

Availability: This course is for MSc Economics, MSc Economics and Economic History, MSc Finance and Economics, MSc Economics and Philosophy, MSc Global Market Economics, MSc Public Financial Policy, MSc Applicable Mathematics and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances.

Pre requisites: Students should have completed an undergraduate economics degree or equivalent. Knowledge of multivariate calculus is assumed.

Core syllabus: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems.

Content: The first part of the course focuses on classical theories of consumer and producer behaviour and on the theory of competitive equilibrium. We will begin with a careful analysis of the optimisation problems of price-taking consumers and firms. We will then analyse market interaction and the formation of prices in the framework of perfect competition. We will conclude with a basic introduction to decision making under certainty and game theory. The second part of the course focuses on models of imperfect competition including models of monopoly, oligopoly, product differentiation, and markets with incomplete information. Special emphasis will be given to economic applications.

There are four broad headings. **Consumer Theory:** including such topics as utility maximisation, welfare, and choice under uncertainty; **The**

Competitive Firm: including the objectives of the firm, cost and profit functions; **Imperfect Competition:** this will include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications;

General Equilibrium: this will include competitive equilibria and efficiency.

Teaching: Lectures EC411: 20 x two-hours MT and LT.

Classes EC411.A: 20 Sessional.

Written work: Exercises are set for each class but only two of these will be taken in and marked. There will be a mock examination at the beginning of the ST.

Reading list: The course will draw on a variety of texts, the main ones being: H R Varian, *Microeconomic Analysis* (3rd edn), Norton; J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.

Assessment: A three-hour written examination in the ST.

EC413

Macroeconomics for MSc Students

This information is for the 2004/05 session.

Teachers responsible: Professor D Quah, S486 and Dr A Michaelides, S483

Availability: This course is for MSc Economics, MSc Economics and Economic History, MSc Finance and Economics, MSc Economics and Philosophy, MSc Global Market Economics and MSc Public Financial Policy. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances.

Pre requisites: Students should have completed an economics degree or equivalent. Knowledge of differential calculus is assumed.

Core syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics.

Content: Business Cycle and Asset Pricing Facts

Household behaviour: the life-cycle permanent-income model, precautionary saving, liquidity constraints, and empirical testing.

Overlapping generation models: fiscal policy analysis, ricardian equivalence, government debt and social security reform.

Asset pricing models: the consumption-based capital asset pricing model and the static capital asset pricing model.

Investment and Tobin's Q

Monetary Policy in Theory and in Practice

Dynamics: explicit forward-looking behaviour. Inflation, the term structure of interest rates, stock markets, exchange rates.

Economic growth: the Solow model; the Ramsey-Cass-Koopmans model. Endogenous technology, intellectual property rights, human capital.

Growth and distribution: inequality

Teaching: Lectures EC413: 40 MT and LT.

Classes EC413.A: 20 Sessional.

Written work: Exercises are discussed in each class. There will be a one-and-a-half-hour mock examination at the end of the MT and another at the beginning of the ST.

Reading list: There are no texts that correspond exactly to the course. D Romer, *Advanced Macroeconomics* (2nd edn) and O Blanchard & S Fischer, *Lectures in Macroeconomics*. Useful background for more technical material is N Stokey & R Lucas, *Recursive Methods in Economic Dynamics*. Primary reading, however, will be journal articles. A full list will be available at the start of the course.

Assessment: A three-hour written examination in the ST. 50% of the marks are given for seven short questions, and the remainder for two (out of four) long questions.

EC421

International Economics

This information is for the 2004/05 session.

Teachers responsible: Dr S Redding, R432, Professor A Venables, S877 and Dr G Benigno, R430

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Global Market Economics and for other graduate students only with the permission of the course lecturer.

Pre requisites: Students should have completed a course in intermediate level microeconomics, including calculus.

Core syllabus: A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy (MT) and ii) advanced trade theory or international macroeconomics (LT).

Content: MT: Trade theory: comparative advantage and the gains from trade. Theories of comparative advantage. International trade in a world with many goods and factors of production. Integrated equilibrium, factor price equalization, and the relationship between relative goods and factor prices. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of trade models. General equilibrium trade policy.

LT: Either Advanced international trade: Theories of trade under imperfect competition and increasing returns to scale. Strategic trade policy. Foreign Direct Investment. Economic integration, theories and evidence. International trade and economic geography.

Or International macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.

Teaching: Lectures 40 sessional, classes 20 sessional.

Reading list: A full reading list will be distributed at the beginning of the course. Some important items are: A Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; R Feenstra, *Advanced International Trade: Theory and Evidence*, Princeton, 2004; E Helpman & P Krugman, *Market Structure and Foreign Trade*, MIT, 1985; P Krugman & E Helpman, *Trade Policy and Market Structure*, MIT, 1989; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, North Holland, 1995; P Krugman, M Fujita & A Venables, *The Spatial Economy*, MIT, 1999; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics, the MSc in Econometrics and Mathematical Economics, and the MSc in Global Market Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC423

Labour Economics

This information is for the 2004/05 session.

Teachers responsible: Professor A Manning, R451 and Dr B Petrongolo, R435

Availability: This course is for MSc Economics, the MSc Econometrics and Mathematical Economics and other graduate students only with the permission of the course lecturer.

Pre requisites: Students should have completed an intermediate level microeconomics, macroeconomics and econometrics course.

Core syllabus: Labour demand, labour supply, wage determination and unemployment.

Content: Static labour supply and the analysis of welfare systems, dynamic labour supply, human capital theory, schooling and earnings. Labour demand, wage determination, efficiency wages, unions, and the impact of minimum wages. Labour market equilibrium and unemployment. The earnings distribution, technology and inequality.

Throughout, the course is concerned with both theory and evidence. It tries to present both current research results on these topics, as well as to provide insights into the research methodology.

Teaching: EC423: A weekly two-hour session, consisting of 40 lectures

and classes, MT and LT.

Interested students are also welcome to the weekly meetings of the **Labour Economics Seminar** (EC531).

Written work: Students will write two short essays during the year plus the extended essay.

Reading list: Mainly articles. O Ashenfelter & D Card (Eds), *Handbook of Labor Economics* vols 3a3c, North Holland, 1999; R Layard, S Nickell & R Jackman, *Unemployment: Macroeconomic Performance and the Labour Market*, OUP, 1991; D Hamermesh, *Labor Demand*, Princeton UP, 1993 are useful for reference.

A detailed reading list will be provided at the beginning of the course.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC424

Monetary Economics

This information is for the 2004/05 session.

Teachers responsible: Professor N Kiyotaki, S678 and Dr A Sarychev, S482

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer.

Pre requisites: Students should have completed a course in intermediate level microeconomics and macroeconomics. Mathematical background to the level of the course taught in September is assumed.

Core syllabus: The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.

Content: We introduce alternative theoretical approaches to monetary economy, which include quantity theory of money, cash-in-advance constraint model, overlapping generations model, random matching model, dynamic sticky price model and model with liquidity constraint. Using these framework, we study interaction between credit and business cycles, monetary policy transmission and monetary policy rule.

In the second part of the course we draw on (recent) developments in the theory of financial institutions to obtain a more detailed micro-foundation for several issues and theories in monetary economics. First, building on the theory of financial contracting, we develop a deeper understanding of the credit/lending channel. Next, we analyse the role and function of financial intermediaries. This allows us to ask questions about the stability of the financial system or the case for regulating banks.

In analysing open economy macroeconomics issues, Mundell-Flemming framework is deeply entrenched as the dominant paradigm, in both policy circles, and, to a large extent, academic circles. Meanwhile the implications one gets from that paradigm are too simplistic, overlooking

multitudes of important factors, ignoring important channels of policy transmission, and lacking any measure of welfare to properly evaluate policies. We review the models and findings of "New Open Macroeconomics", starting with rigorous micro-based models of exchange rate determination. We proceed to the analysis of optimal monetary policy in open economy context; the attractiveness of currency unions (monetary unions); properties of alternative exchange rate systems; through banking and balance of payments crises.

Teaching: Lectures/classes EC424: 40 hours lectures, 20 hours classes Sessional.

There will be both some essays and, probably, a mock examination at the beginning of the LT. This will not count towards the final examination results.

Reading list: A reading list will be handed out by the lecturers at the beginning of their sessions.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC426

Public Economics

This information is for the 2004/05 session.

Teachers responsible: Professor F Cowell, R520, Dr J Leape, Y211 and Dr S Tenreyro, S579

Availability: This course is for MSc Economics, MSc Public Financial Policy, MSc Econometrics and Mathematical Economics, and for other graduate students only with the permission of the course lecturers.

Pre requisites: Students should have completed an intermediate level course in microeconomics.

Core syllabus: A graduate course in the principles of public economics (MT) and either selected topics in public economics or macroeconomic policy analysis (LT).

Content: MT: Principles of public economics Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design. Taxation;

household and firm behaviour; optimal taxation. Public goods, social insurance. Analysis of social choice and government behaviour.

LT: Either Selected topics in public economics such as microeconomics of taxation; inequality and poverty, international issues in taxation; compliance problems; inheritance and wealth taxation; public economics and fiscal governance; regulation of public utilities; political economics.

Or Macroeconomic policy analysis. The role of the central bank: issues in monetary policy, regulation and financial sector reform. Issues in international finance, including exchange regimes and financial crises; international financial architecture. Determinants of growth: theory and empirical evidence.

Teaching: Lectures: 20 x two-hours MT and LT.

Classes: 20 x one-hour MT and LT.

Attention is also drawn to **Issues in Taxation Seminar** (Dr Leape and Dr Ian Roxan) LL900: eight Monthly, Sessional.

Reading list: Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), *Handbook of Public Economics*, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; G Myles, *Public Economics*, Cambridge University Press, 1995; C Goodhart, *The Central Bank and the Financial System*, Macmillan, 1995; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, Cambridge University Press, 1996; P Krugman & M Miller, *Exchange Rate Targets and Currency Bands*, CUP, 1992.

Assessment: A threehour written examination in the ST. Additionally, students taking the MSc in Economics, the MSc in Econometrics and Mathematical Economics and the MSc in Public Financial Policy will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC427

The Economics of Industry

This information is for the 2004/05 session.

Teachers responsible: Dr P Davis, R518 and Dr M Schankerman, R516

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer.

Pre requisites: Students should have a strong background in intermediate level microeconomic theory.

Core syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Content: Pre-requisites in Game Theory, An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc), empirical implementation of oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economies of scale, etc R & D and advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the UK, the EEC and the US (Class assignments will be based on an analysis of these cases).

Teaching: 20 lectures EC427 and 20 seminars in the MT and LT.

Reading list: Two books which provide a basic framework are J Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J Sutton, *Technology and Market Structure*, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC428

Development and Growth

This information is for the 2004/05 session.

Teachers responsible: Professor T Besley, R527 and Professor M Ghatak, R530

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Economic History (Research) and for other graduate students only with the permission of the course lecturer.

Pre requisites: Intermediate level microeconomics and macroeconomics, a knowledge of standard empirical techniques used in economics, and some practice in applied economics is required. Prior training in development economics is not a pre-requisite.

Core syllabus: The course provides an advanced treatment of development economics, including theory, evidence and policy.

Content: The aim of the course is to develop students' research abilities by examining a large number of current theoretical and applied topics drawn from the forefront of development economics research. The course has a strong applied focus. For each major topic covered we want to

derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions. The course is divided into three parts.

(i) Patterns of Growth, Development and Change: Neoclassical models of capital accumulation. Endogenous growth models. Industrialization and the big push. Economic inequality and growth. Institutional change. Political economy and the role of government.

(ii) Structural Features of Low-income Economies. Formal and informal risk-sharing institutions. Saving behaviour. Financial institutions and allocation of credit. Problems of agricultural development. Relationships between landlords and tenants. Poverty and under-nutrition. Intra-household allocation and gender bias. Property rights and institutional reform. Social networks and collective action. Industrial organisation.

(iii) Policy Analysis: Land reforms. Investments in human capital. Media and public policy. Alternative institutional mechanisms for provision of public goods.

Teaching: Lectures EC428.1: 18 x two-hours MT and LT.

Classes EC428.1A: 10 MT and LT.

Attendance at the Seminar EC428.2: 20 MT and LT is expected.

Written work: Occasional written assignments will be expected throughout the MT and LT.

Reading list: Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. *Handbook of Development Economics*, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam: North-Holland, 1994; D Ray, *Development Economics*, Princeton UP, 1998.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC429

Reform of Economic Systems

This information is for the 2004/05 session.

Teachers responsible: Dr S Gomulka, S576 and Dr C Xu, S587

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc European Political Economy: Transition and for other graduate students only with the permission of the course lecturer.

Pre requisites: Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core syllabus: Theory of economic systems and transition economics.

Content: Part A, given by Dr Xu, focuses on theoretical and empirical analysis of institutions with emphasis on transition/reform related issues. Institutions to be analyzed include corporations, markets, financial institutions (eg banks), legal institutions and political institutions. The empirical part is mainly about China, Eastern Europe and former Soviet Union, although other developed/developing economies may also be covered when they are relevant.

Part B, given by Dr Gomulka, is concerned mainly with the theory and behaviour of centrally-managed economic systems before and during their transition to market-based systems. It discusses in detail reform strategies, stabilization and privatisation policies, institutional and policy factors in economic growth and financial instabilities, and responses of enterprises and whole economies to reforms.

Part C, Teaching seminar chaired by Dr Gomulka in which students present and discuss topics related to the course.

Teaching: Lectures EC429.1:

Part A: 10 MT.

Part B: 15 MT and LT.

Part C: 10 x two-hours LT.

Written work: Students may prepare essays for their supervisors.

Reading list: Reading lists will be distributed by the two lecturers at the start of the course.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC430

Capital Markets

This information is for the 2004/05 session.

Teachers responsible: Professor A Faure-Grimaud and Dr T Mariotti, S481

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, and for other graduate students only with the permission of the course lecturer.

Pre requisites: Students are expected to have a good background in intermediate level microeconomic theory and knowledge of basic empirical

techniques used in economics. Students must have taken, or be taking at the same time, a graduate level microeconomics course at the level of EC411 or above. Prior familiarity with finance at the level of R A Brealey & S Myers, *Introduction to Corporate Finance* is desirable but not required.

Core syllabus: The course analyses the behaviour of investors and firms in capital markets, the implications for the equilibrium prices in these markets, and the role of these markets in providing incentives and control mechanism for corporations.

Content: Portfolio choice; equilibrium asset pricing; options; asset markets with asymmetric information; rational expectation models; market efficiency; the Modigliani-Miller theorem; the taxation of firms, capital structure and dividend policy; agency, asymmetric information and incomplete contracts models in corporate finance; mergers and acquisitions.

Teaching: Lectures EC430.1: 20 x one-and-a-half hours in MT and LT.

Classes EC430.1A: 20 x one-hour sessions.

Assessment: A three-hour written examination in the ST. Additionally, students taking the MSc in Economics or the MSc in Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST. For such students the written examination and the extended essay will each count for half of the marks.

EC436 Half Unit

The Economics of Regional and Urban Planning

This information is for the 2004/05 session.

Teacher responsible: Professor C M E Whitehead, S377

Availability: MSc Regional and Urban Planning Studies. Other graduates may register for or attend with permission.

Pre requisites: Students should normally have completed an introductory course in economics. Students without this background will be required to attend the micro-economic section of EC100 **Economics A** together with the EC436 A classes.

Core syllabus: To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications.

Content: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: 13 lectures and seven one-and-a-half hour seminars in the MT, and two revision seminars in the ST.

There will also be 10 classes in the MT and LT mainly for those without a previous economic background. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**

Reading list: D DiPasquale & W C Wheaton, *Urban Economics and Real Estate Markets*; J F McDonald, *Fundamentals of Urban Economics*; R W Vickerman, *Urban Economics*; H Armstrong & J Taylor, *Regional Economic Policy and its Analysis*; M Fujita, *Urban Economic Theory*; J Stiglitz, *Economics of the Public Sector*; M Common, *Environmental and Resource Economics*; H Dunkerley (Ed), *Urban Land Policy: Issues and Opportunities*. More detailed readings will be provided during the course.

Assessment: A two-hour unseen examination taken in June.

EC437 Half Unit

Economic Aspects of Urban Change

This information is for the 2004/05 session.

Teachers responsible: Professor C M E Whitehead, S377 and Dr C Scott, S687

Availability: Option for MSc Regional and Urban Planning Studies, MSc City Design and Social Sciences and MSc Human Geography Research. Other graduate students are welcome to attend.

Core syllabus: The course is concerned with the economic analysis of urban change and urban and regional development. It will explore different theoretical approaches to urban and regional growth, the economics of urban change and decline, urban regeneration, urban and regional inequalities and the functioning of urban labour markets.

Content: The course will be drawn from the following topics: the dynamics of urban and regional economic growth; theoretical approaches to urban and regional growth; agglomeration economies; cities as engines of growth and sites of economic problems; sub-urbanisation and the location of jobs and housing; functional urban regions; urban regeneration; re-urbanisation and gentrification; inequalities between cities: the urban hierarchy; inequalities within cities: polarisation in the labour and housing markets; urban labour markets and urban employment; regional inequalities and long-run development; rural-urban migration; the urban informal sector in developing countries.

Teaching: 10 (one-hour) lectures in the LT and 10 (one-and-a-half hour) seminars in the LT (EC437).

Reading list: Vickerman, *Urban Economics*; Evans, *Urban Economics*; Armstrong & Taylor, *Regional Economics and Policy*; Jacobs, *Cities and the Wealth of Nations*; Krugman, *Geography and Trade*; Cheshire & Hay, *Urban Problems in Western Europe: an economic analysis*; Reich, *The Work of Nations*; Gugler, *Cities in the Developing World: Issues, Theory and Policy*; Thomas, *Surviving in the City: The Urban Informal Sector in Latin America*.

Detailed reading lists will be provided for lecture and seminar topics.

Assessment: A two-hour unseen examination paper in June.

EC440

Micro and Macro Economics (for Public Policy)

This information is for the 2004/05 session.

Teachers responsible: Dr R Burgess, R524, Dr O Bandiera, R526 and Dr G Levy, S479

Availability: This course is for the first year of the MPA Public and Economic Policy.

Core syllabus: An introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models suitable for appraising policy-making issues and applicable in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.

Content: MT: Microeconomics: Weeks 1-4 Consumers and firms: Models of consumer choice, rationality and well-being; Extensions to savings and human capital formation; Production technologies; The firm as a decision making unit - alternative views of what firms maximise, non-profit firms. Weeks 5-6 Exchange and markets: Partial and general equilibrium analysis of markets. Price determination. Auctions and contracts (simple introduction to imperfect information models). Weeks 7-10 Government: The idea of market failure. Public goods and externalities. The notion of social welfare. Models of government decision making. Governments and income redistribution.

LT: Macroeconomics: Weeks 1-4 Growth and Development: Models of capital accumulation. Technological change. Empirical analysis of determinants of growth. The role of institutions. Redistribution, growth and poverty. Weeks 5-6 Labour markets, unemployment and wages. Models of wage determination and the effect on unemployment rates. Empirical and theoretical consequences of public policies towards the labour market. Technological change and determinants of the distribution of wages. Weeks 7-10 Macro management: Fiscal and monetary policy. The government budget constraint and the effectiveness of fiscal policy. Central bank behaviour and the determination of inflation rates. Simple extensions to open economies: determinants of exchange rates. International aid, debt and economic performance. Financial market development and macro-economic stability.

Teaching: Lectures EC440: 20 x two hours sessional.

Classes EC440.A: 20 hours sessional.

Reading list: A full reading list will be distributed at the beginning of the course.

Assessment: A three-hour written examination in the summer term.

EC441

Advanced Microeconomics

This information is for the 2004/05 session.

Teachers responsible: Professor L Felli, S478 and Professor A Prat, R522

Availability: This course is for the MRes/PhD in Economics. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics, MSc Econometrics and Mathematical Economics, MSc Finance and Economics (Research), MSc Global Market Economics and MSc Public Financial Policy.

Pre requisites: A good undergraduate knowledge of economic theory and calculus is required.

Core syllabus: The aim of the course is to:

i. introduce the basic analytical tools that are necessary to conduct research in any field in economics.

ii. give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory

iii. enable students to address a microeconomic problem by structuring it as a mathematical model and to obtain useful economic predictions through the use of mathematical tools

Content: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

Teaching: Lectures EC441: 60 hours MT and LT.

Classes EC441.A: 30 hours sessional.

Written work: Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.

Reading list: The main texts are Mas-Colell, Whinston & Green, *Microeconomic Theory*, OUP and D Fudenberg & J Tirole, *Game Theory*, MIT Press. Other sources include: D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H R Varian, *Microeconomic Analysis* (3rd

edn), Norton; M J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press; G A Jehle & P J Reny, *Advanced Microeconomic Theory*, Longman.

Assessment: A three-hour written examination in the ST.

EC442

Advanced Macroeconomics

This information is for the 2004/05 session.

Teachers responsible: Professor N Kiyotaki, S678, Professor C Pissarides, S677, Professor R Fernandez, S878 and Professor F Caselli, S875

Availability: This course is for the MRes/PhD in Economics. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics, MSc Econometrics and Mathematical Economics, MSc Global Market Economics, MSc Public Financial Policy and MSc Finance and Economics (Research).

Core syllabus: The course will cover topics in advanced macroeconomics with emphasis on techniques and recent theoretical advances: recursive techniques, economic growth, consumption and saving, asset pricing and investment, business cycles, search and matching.

Content:

i. Recursive techniques

ii. Economic growth: Solow Growth Model, Optimizing Behaviour, Endogenous Growth: The Role of Human Capital, Endogenous Technological Change: Product Varieties, Endogenous Technological Change: Quality Improvements, Endogenous Technological Change: Imitation and Convergence

iii. Consumption and Saving: Permanent Income Models, Life-Cycle Models

iv. Asset Pricing and Investment: Asset Pricing Models, Investment

v. Business Cycles: Real Business Cycle Models, Monetary Models with Flexible Prices, Monetary Models with Sticky Prices, Credit Market Frictions, Dynamic Consistency of Macroeconomic Policy

vi. Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment

vii. Inequality and the Macro-economy: Heterogeneous agents, borrowing constraints, and sorting.

Teaching: Lectures EC442: 60 hours MT and LT.

Classes EC442.A: 30 hours sessional.

Written work: Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.

Reading list: The main textbook is: L Ljungqvist & T Sargent, *Recursive Macroeconomic Theory*, MIT Press, 2000. A more advanced technical approach can be found in N Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard University Press, 1989. More economic applications, with some required readings can be found in: M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 2000; R J Barro & X Sala-i-Martin, *Economic Growth*, McGraw-Hill, 1997; P Aghion & P Howitt, *Endogenous Growth Theory*, MIT Press 1998; A Deaton, *Understanding Consumption*, Clarendon Lectures, Oxford University Press, 1992; C A Pissarides, *Equilibrium Unemployment Theory*, MIT Press 2000. A good general textbook that is mostly below the level of the course is: D Romer, *Advanced Macroeconomics*, McGraw-Hill Advanced Series in Economics, New York, 1996.

References for recent theoretical advances published in the journals will be given during the course.

Assessment: A three-hour written examination in the ST.

EC443

Advanced Econometrics

This information is for the 2004/05 session.

Teachers responsible: Dr V Hajivassiliou, S564 and Dr M Schafgans, S584

Availability: This course is for the MRes/PhD in Economics. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics, MSc Global Market Economics and MSc Public Financial Policy.

Pre requisites: Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.

Core syllabus: The first part of the course will provide a basic knowledge of probability theory and mathematical statistics necessary for the rest of the course. Parts two and three cover econometric methods essential for research in economics. Part four covers provides computer-aided instruction to illustrate econometric methods in practice.

Content: The course is divided in four parts, two in Michaelmas and two in Lent. The first part [Probability and Statistics] will provide a basic knowledge of probability theory and mathematical statistics necessary for the rest of the course. It encompasses an introduction to measure theoretic probability, random variables, distributions and densities; expectations and conditional expectations; families of distributions and transformations; methods of estimation and optimality; hypothesis testing; introduction to asymptotic theory; law of large numbers and central limit theorem; and asymptotics for optimisation estimators.

Parts two and three [Econometric Methods] begin with the static linear

regression model, estimation and testing; Violations of classical assumptions including measurement error, omitted variables, simultaneity, missing data; Non-linear regression models; Instrumental variables and the Generalized Method of Moments; Time Series: AR and MA models and dynamic regression models.

In the Lent term the econometric methods lectures proceed to cover: Longitudinal (panel) data models. Fixed and Random effects Models; Correlations between Regressors and Errors; Measurement error, Simultaneity, and Serially Correlated Errors with Lagged Dependent Variables; Models with Limited Dependent Variables; Single Equation theory for Non-stationary variables; Unit Roots; Simultaneous Equations for Non-stationary variables; Co-integration; ARCH and GARCH models; and Dynamic linear and non-linear panel data models.

In Part four [Computing and Applications], the course provides computer-aided instruction to illustrate econometric methods in practice. Several of the problem sets will include computer exercises, which will use the GAUSS and/or MATLAB programming languages. These are powerful programming languages that are used throughout the Department and the profession for advanced applied econometric research.

Teaching: Lectures EC443: 60 hours MT and LT.

Classes EC443.A: 30 hours sessional.

Written work: Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.

Reading list: Lecture notes will be made available through the departmental Web site. Please note there is no set book for this course but that the text: P A Ruud, *An Introduction to Classical Econometric Theory*, Oxford University Press, 1999, covers most of the same material at a similar level.

Also recommended are: W H Greene, *Econometric Analysis*, 3rd edn, Prentice Hall; R Davidson & J MacKinnon, *Estimation and inference in econometrics*, Oxford University Press, 1993; T Amemiya, *Advanced Econometrics*, Harvard University Press, 1985; J Johnston, *Econometric Methods*, 3rd edn, McGraw Hill; G Judge et al, *A course in econometrics*, Wiley, 1988; G Maddala, *Econometrics*, McGraw Hill, 1977.

Some books on statistics which may also be useful are: Mood, F Graybill & D Boos, *Introduction to the Theory of Statistics*, McGraw Hill; G Casella & R L Berger, *Statistical Inference*, Duxbury Press; J A Rice, *Mathematical Statistics and Data Analysis*, 2nd edn, Duxbury Press.

Assessment: A three-hour written examination in the ST.

EC450

Urban and transport Economics Seminars

This information is for the 2004/05 session.

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practising planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: 15 (one-and-a-half hour) seminars in the MT and LT.

Assessment: There is no Assessment in this course but the Content will contribute towards the course GY454 **Urban Policy and Planning** and EC436 **The Economics of Regional and Urban Planning** and EC437 **The Economics of Urban Change**

EC475

Quantitative Economics

This information is for the 2004/05 session.

Teachers responsible: Dr B Guimarães and Dr A Michaelides, S483

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Prerequisites: A knowledge is expected of econometric theory and applied econometrics corresponding to **Principles of Econometrics** or **Methods of Economic Investigation**. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Core syllabus: The micro part of the course focuses on the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms). In the macro part of the course, the interface between modern macroeconomic theory and empirical work will be highlighted. Some lectures will focus on international macroeconomics. Topics discussed will include: Vector Autoregressions; Co-integration; Business Cycles; Heterogeneous Agent General Equilibrium Models; Exchange Rate Behaviour.

Content: The emphasis will be on the connection between economic theory and empirical evaluation. The lecture course covers a wide range of topics in applied micro-econometrics with a view to illustrating the

interplay between models, data and methods.

Teaching: Lectures: 10 x two-hours micro economics, 10 x two-hours macro economics.

Seminars: 10 hours micro economics, 10 hours macro economics (as required). The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied econometrics. The students are required to present papers or act as discussants. Participation and contribution will be noted.

Reading list: Articles will be assigned at the start of the course. The course will draw on *Handbook of Macroeconomics*, edited by J B Taylor & M Woodford (2000); M Obstfeld & K Rogoff, *Foundations of International Macroeconomics* (1996); Ljungqvist & Sargent, *Recursive Macroeconomic Theory* (2000).

Assessment: A three-hour written examination in the ST, plus an extended essay to be submitted at the beginning of ST. The exam and the essay will each count for half of the marks.

EC476

Contracts and Organisations

This information is for the 2004/05 session.

Teachers responsible: Dr G Levy, S479, Dr O Bandiera, R526 and Professor J Hardman Moore, S676

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a comprehensive introduction to the economics of moral hazard and adverse selection in strategic settings.

Content: The first part of the course covers the static theory of moral hazard and incentive contracts (static principal-agent models, moral hazard in teams and multi-task incentive contracts) and the dynamic theory of incentive contracts (efficiency of long-run relationships, short-term versus long-term contracts and renegotiation). The second part of the course discusses empirical methods to estimate the determinants of incentive contracts and the effect of contracts on performance. Empirical evidence on both contract design and the impact of incentives will be analysed. The third part of the course covers static mechanism design and self-selection contracts (revelation principle for Bayesian-Nash and dominant strategy equilibria, static screening contracts) with applications to non-linear pricing, optimal auctions and regulation, the theory of mechanism design with multiple agents (multiple agents screening and common agency), and the theory of dynamic mechanism design (commitment and renegotiation).

Teaching: Lectures EC476: 20 x two-hours MT and LT.

Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press.

Assessment: A three-hour written examination in the ST.

EC483

Advanced Microeconomic Theory

This information is for the 2004/05 session.

Teachers responsible: Professor M Piccione, S477 and Dr E Eyster, S475

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to provide a firm grounding in the basic tools of game theory.

Content: The course covers strategic-form games (Nash and correlated equilibria and rationalizability), dynamic games of perfect information (sub-game perfection, bargaining and repeated games, complexity) static games with incomplete information (Bayesian games and equilibria) dynamic games of imperfect information (perfect Bayesian, sequential and trembling-hand perfect equilibria) and mechanism design (revelation principle and optimal).

Reading list: The course will mainly draw from the following two textbooks: M J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press and D Fudenberg & J Tirole, *Game Theory*, MIT Press.

Teaching: Lectures/classes EC483: 40 MT and LT.

Assessment: A three-hour written examination in the ST.

EC484

Econometric Analysis

This information is for the 2004/05 session.

Teachers responsible: Professor J Hidalgo, S579 and Professor P Robinson, S577

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the

course lecturer.

Core syllabus: An advanced treatment of the theory of estimation and inference for econometric models.

Content: Part (a) Matrix background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, stochastic orders of magnitude, central limit theorems, applications to linear regression. Part (b) Non-linear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing. Wald, generalised likelihood ratio and Lagrange multiplier hypothesis tests, asymptotic null and local behaviour and consistency.

Teaching: Lectures EC484: 50 hours MT and LT.

Reading list: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: A three-hour written examination in the ST.

EC485

Topics in Advanced Econometrics

This information is for the 2004/05 session.

Teachers responsible: Dr V Hajivassiliou, S564, Professor P Robinson, S577 and others

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core syllabus: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level.

Content: The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: long memory time series; non-parametric and semi-parametric estimation; simulation-based estimation; non-linear time series.

Teaching: Lectures EC485: 40 hours MT and LT.

Reading list: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: A three-hour written examination in the ST.

EH401 Half Unit

Historical Analysis of Economic Growth

This information is for the 2004/05 session.

Teachers responsible: Dr Gareth Austin, C314; Professor Nicholas Crafts, C321; Professor Mary Morgan, C420.

Availability: Compulsory course for MSc Economic History and MSc Economic History (Research). It is the preliminary course to EH402. Other students may not attend without consent of the first-named course teacher.

Core syllabus: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines major ways in which economic historians collect, analyse and interpret evidence. The training is expected to inform dissertation work.

Content: The course covers two main areas. 1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. The specific topics evolve but an illustrative list include: processes of economic growth; economic development; culture and economic behaviour; modern macro-economic ideas; imperfect information and incentive structures; welfare outcomes. 2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials. It introduces problems of knowledge and explanation in economic history, and introduces specific approaches to obtaining, analysing and interpreting evidence (such as textual analysis and comparative analysis).

Reading list: T G Rawski (Ed), *Economics and the Historian* (1996); K Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (2000); D Rodrik (Ed), *In Search of Prosperity* (2003); J Alt & K Shephes (Eds), *Perspectives on Positive Political Economy* (1990); P Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); J Tosh, *The Pursuit of History* (2nd Edition, 1991); D Little, *Varieties of Social Explanation* (1991).

Teaching: MT only: two-hour lecture and one-hour class weekly.

Written work: Students are required to make one class presentation and submit one paper during the term.

Assessment: For students taking MSc Economic History, a two-hour written examination in the ST counts for 100% of the marks. Students taking MSc Economic History (Research) are assessed by a term paper which relates concepts examined in EH401 to the student's dissertation

project. The paper should not exceed 3,000 words. The submission date will be specified at the start of the course (100%).

EH402 Half Unit

Research Design and Quantitative Methods

in Economic History

This information is for the 2004/05 session.

Teachers responsible: Dr Peter Howlett, C214 and Professor Mary Morgan, C420.

Availability: Compulsory course for MSc Economic History (Research).

Core syllabus: The course is concerned with how economic historians have used quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression.

Content: The course will start with a consideration of broad issues in research design, this might include, for example, models, narrative and case studies. The rest of the course will then be concerned with quantitative issues, the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, logit and probit analysis, non-parametric tests, and modern time series analysis, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package. An important component of the course is the deconstruction of historical articles that have used quantitative techniques.

Reading list: C H Feinstein and M Thomas, *Making History Count* (2002); P Hudson, *History by Numbers* (2002); C H Lee, *The Quantitative Approach to Economic History* (1977); G Hawthorn, *Plausible Words* (1991).

Teaching: LT only. Three hours per week. One-and-a-half hours computing session, one-and-a-half hours classes weekly.

Written work: Students are required to do weekly exercises and to submit one paper during the term.

Assessment: Two-hour examination in the ST.

EH411

Epidemics and Economic and Social History: From the Black Death to the Present

This information is for the 2004/05 session.

Teacher responsible: Dr Patrick Wallis

Availability: This is an optional course for MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History and MSc Biomedicine, Bioscience and Society students. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: This course analyses the impact of epidemic disease on human societies and economies from the Black Death to the present day. It examines arguments and evidence about epidemics' relationship to economic, social, demographic and political change and the development and implementation of medical, scientific and social responses. Case studies will focus on epidemics in Europe, Central America, and Asia, but reference may also be made to the experience of other regions, in order to achieve a more global picture.

Content: The course will explore a range of issues in the history of epidemics from the fourteenth century to the present day. Themes considered will include: the extent to which epidemics act as agents of social, economic, religious and political change; the role of epidemics in demographic change and its political and economic consequences, particularly the Columbian exchange and the 'epidemiological transition'. Aspects of responses to epidemics will include: the significance of the epidemics in the development of public health; popular resistance to public health; epidemics, empire and colonialism in the nineteenth and twentieth centuries; the construction of scientific and medical understandings of epidemic diseases; medical responses, including inoculation, vaccination and policies of herd immunity, language, stigma and policies towards epidemic disease. Epidemic diseases discussed in the course will include plague, smallpox, cholera, and AIDS, and others as required; endemic diseases and endemic forms of epidemics will also be considered as appropriate.

Teaching: 20 two-hour seminars in MT and LT.

Written work: All students are required to produce three papers. Two of these are circulated to the seminar; a third is submitted for formal assessment (see below).

Reading list: P Baldwin, *Contagion and the State in Europe, 1830-1930* (Cambridge, 1999); L Garrett, *The Coming Plague: Newly Emerging Diseases in a World out of Balance* (London, 1995); W H McNeill, *Plagues and Peoples* (Harmondsworth, 1976); A W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge, 1986); C Hamlin, *Public Health and Social Justice in the Age of Chadwick: Britain,*

1800-1854 (Cambridge, 1998); S J Watts, *Epidemics and History: Disease, Power, and Imperialism* (New Haven, 1997); S Sontag, *Illness as Metaphor and Aids and Its Metaphors* (London, 1991); S R Epstein, *Impure Science: AIDS, Activism and the Politics of Knowledge* (1996); C E Rosenberg, *Explaining Epidemics and Other Studies in the History of Medicine* (Cambridge, 1992); D Porter (ed), *The History of Public Health and the Modern State* (Amsterdam, 1994); M Harrison, *Public Health in British India: Anglo-Indian Preventive Medicine 1859-1914* (Cambridge, 1994); P Farmer, *Infections and Inequalities* (Berkeley, 1999).

Assessment: One 2,500 word piece of assessed work to be handed in during the year the course is taken counts for 30% of the final marks. A three-hour unseen examination in the ST counts for the remaining 70%.

EH412 Half Unit

Research Topics in Economic History

This information is for the 2004/05 session.

Teachers responsible: Dr E H Hunt and other members of the Economic History Department.

Availability: Optional course for the MSc in Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: Selected research topics in Economic History.

Content: The course will reflect current faculty research work, dealing with topical research questions and materials (primary and secondary historical materials). The particular topics available each year, such as labour history, the history of economic measurement, the industrial revolution, or long-term technical changes, will be announced early in MT.

Teaching: Weekly two-hour seminars in the LT.

Written work: Students will be expected to produce two written papers during the course.

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: Two-hour written examination in the ST.

EH416 Not available in 2004/05

Markets and States in Developing Economies c1880

This information is for the 2004/05 session.

Teacher responsible: Dr Kent Deng, C413

Availability: Optional course for students taking MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History, MSc Development Studies, MSc Public Financial Policy and MSc Development Management. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teachers.

Core syllabus: The course analyses the roles and interactions of states and markets in economic development through the application of relevant theories to the comparative study of specific country cases in Africa, Asia and Latin America.

Content: (a) The following are examined as problems in comparative economic history, within the market-state framework: agricultural productivity, surpluses and exports; institutional and technical change in agriculture; early industrial growth in the 'Third World'; import-substituting and export-oriented industrialisation strategies; 'market-based', 'statist' and Maoist development policies; roles of classes, interest groups and state autonomy in determining policy; domestic and international flows of capital, technology and entrepreneurship; labour and human capital; poverty and hunger; ecological effects of economic growth.

(b) Theories of the roles of markets and states in developing economies, and their uses and limitations in accounting for the histories we have discussed: Marxist, structuralist, and dependency theories; classical and neoclassical economics and 'new institutionalist' political economy.

Teaching: A short series of inaugural lectures, normally held twice weekly, at the beginning of the MT, followed by two-hour seminars for the remainder of the MT and the LT. Seminars start in the fourth week of the MT.

Written work: Three papers, which will be pre-circulated to the group in advance of the corresponding seminars.

Reading list: J Harris, J Hunter & C Lewis (Eds), *The New Institutional Economics and Third World Development* (1995); B Warren, *Imperialism: Pioneer of Capitalism* (1980); I Wallerstein, *The Capitalist World Economy* (1979); A Hirschman, *The Strategy of Economic Development* (1958); L Reynolds, *Economic Growth in the Third World* (1985); P Evans, *Embedded Autonomy: States and Industrial Transformation* (1995); M S Grindle, *Challenging the State: Crisis and Innovation in Latin America and Africa* (1996); L A Amsden, *The Rise of "The Rest": Challenges to the West from Late-Industrialising Economies* (2001); J Iliffe, *The Emergence of African Capitalism* (1983); R Bates, *Essays on the Political Economy of Rural Africa* (1983); R Wade, *Governing the Market: economic theory and the role of government in East Asian industrialization* (1990); T Rawski & L Li (Eds), *Chinese History in Perspective* (1992); T Roy, *The Economic History of India, 1857-1947* (2000); S Haber (Ed), *How Latin America Fell Behind* (1997); P Evans, *Embedded Autonomy: States and Industrial Transformations* (1995).

Assessment: The best two of the three course papers count for 30% of the marks. The remaining 70% are determined by a three-hour written examination in the ST.

EH422

Topics in Quantitative Economic History

This information is for the 2004/05 session.

Teachers responsible: Dr Peter Howlett, C214 and others

Availability: Compulsory for MSc Economics and Economic History. Also available for MSc Economics, MSc Economic History and MPhil Economic History; other graduate students may attend by permission, space and timetable permitting. The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future.

Pre requisites: Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching: There is a weekly two-hour seminar in the MT and LT; some of this Teaching will take the form of computing workshops.

Written work: Three or four papers or presentations during the session.

Reading list: Y S Brenner, H Kaelble & M Thomas (Eds), *Income Distribution in Historical Perspective* (1991); P Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); B Eichengreen & T Hutton (Eds), *Interwar Unemployment in International Perspective* (1988); D Galeason, *Markets in History: Economic Fluctuations of the Past* (1989); C Goldin, *Understanding the Gender Gap* (1990); G Litecap, *Contracting for Property Rights* (1989); J Mokyr (Ed), *The British Industrial Revolution: an Economic Perspective* (1993); D C Mowery & N Rosenberg, *Technology and the Pursuit of Economic Growth* (1989); B van Ark & N Crafts (Eds), *Quantitative Aspects of Postwar European Economic* (1996).

Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a three-hour written examination (70%); for Economics students: an extended essay of maximum length 6,000 words (50%) plus a two-hour written examination (50%); for Economic and Economic History students: an 8,000-10,000 word dissertation related to the Economic History option paper they have chosen under paper 4 (70%) plus a written two-hour written examination (30%).

EH440 Not available in 2004/05

African Economic Development in Historical Perspective

This information is for the 2004/05 session.

Teacher responsible: Dr Gareth Austin, C314

Availability: For MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History and MSc Development Studies. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Pre requisites: There are no formal pre-requisites but some knowledge of economics and of the history of economic development (not necessarily in the Third World) is needed. Prior knowledge of African history or affairs may be an advantage but is not essential.

Core syllabus: This course attempts to illuminate the present problems of economic development in sub-Saharan Africa by setting them in the context of the economic and social history of the continent. Particular emphasis is given to consideration of which kinds of models are most useful for the analysis of specific economic and political-economic problems in particular periods and contexts in African economic history, and also to placing economic events and behaviour in their social, political, and intellectual context. Selected primary sources (documentary and statistical) are used to illuminate some of the substantive themes of the course and to introduce students to methodological and source problems.

Content: The coverage relates largely, but not exclusively, to twentieth-century events. Where possible, discussion of the latter is focused on themes which are considered for the colonial and post-colonial periods

together, rather than having separate sections of the course devoted to each. This is intended to highlight the senses in which earlier events do indeed provide a useful perspective on recent ones, rather than belonging to a detachable (and therefore less clearly relevant) epoch.

Pre-colonial topics: The nature and dynamics of market mechanisms; economic consequences of the external slave trades and of their abolition; the 'backwardness' or 'appropriateness' of African technology.

20th century topics: Modes of agricultural production: the economics and politics of 'peasant' and settler farming. The changing composition of rural labour forces: from slave to free labour in Nigeria. The formation and development of mines labour forces: the struggles over black miners' wages in South Africa. Manufacturing in Africa: constraints and opportunities. Policies of decolonisation: the 'Mau Mau' revolt in Kenya. The 'capitalism and apartheid' debate in South Africa. The state and commercial agriculture. Food and famine. Trends in agricultural productivity, population pressure, technology transfer and indigenous change. Trends in poverty and inequality. The perspectives of gender and of the emergence of African capitalism.

Case-study of the political economy of Ghana, c1950-c1990 (occupying about four weeks), based on published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching: Weekly seminars (EH440) with papers distributed in advance.

Written work: All students are required to produce three papers. Two of these are circulated to the seminar; a third is submitted for formal Assessment (see below).

Reading list: The following provide an introduction: J Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R Austen, *African Economic History* (1987); A Hopkins, *An Economic History of West Africa* (1973); A Zeleza, *A Modern Economic History of Africa*, Vol 1, *The Nineteenth Century* (1993); R Bates, *Essays on the Political Economy of Rural Africa* (1983); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Assessment: An assessed essay to be handed in during the year the course is taken counts for 30% of the marks. It must be not more than 3,000 words (excluding references). The remaining 70% of the marks are accounted for by a three-hour written examination.

EH446

Economic Development in East and Southeast Asia

This information is for the 2004/05 session.

Teacher responsible: Dr Kent G Deng, C413

Availability: For MSc Economic History, MSc Economics and Economic History and MSc Development Studies. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Pre requisites: There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Core syllabus: The course deals with conditions and paths of economic development in East and Southeast Asia (excluding Japan) since the first European penetration in that region. Two periods are examined with the divider of World War II. Does the lack of modern growth in this region during the first period suggest that the early Western input was not sufficient condition for such growth? Has the success of the Asian nics in the post-war period been largely the consequence of creating conditions for the diffusion of industrial capitalism?

Content: Traditional economic patterns in the region by the 17th century. The impact of the early European maritime traders. The impact of the later Europeans traders backed by industrialisation. Attempts and success of the Western colonisation. Resistance to the change from the core area in East Asian Mainland. Reforms and local modernisations.

Teaching: 20 seminars of two-hours each in the MT and LT. Written essays are circulated in advance.

Written work: Two essays (3,000 words each) are expected during the course. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT).

Reading list: A detailed Reading list and topics for seminars is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' *Australian Economic History Review*, 31 (1); R F Doner, 'Approaches to the Politics of Economic Growth in Southeast Asia', *Journal of Asian Studies*, 50 (4); M Falkus, 'Economic History and Environment in Southeast Asia', *Asian Studies Review*, 14 (1); E L Jones, 'A Framework for the History of Economic Growth in Southeast Asia', *Australian Economic History Review*, 31 (1); G Snooks et al *Exploring Southeast Asia's Economic Past* (1991); K Yoshihara, *The Rise of Ersatz Capitalism in Southeast Asia* (1988); I Brown, *Economic Change in Southeast Asia* (1997); Immanuel Wallerstein, *The Modern World-System (I-III)* (1974-86); Joel Mokyr, *The Lever of Riches* (1990); Francesca Bray, *The Rice Economies, Technology and Development in Asian Societies* (1986); *Southeast Asia in the Age of Commerce, 1450-1690* (1993); T G Rawski & Lillian M Li, *Chinese History in Economic Perspective* (1990); Kenneth Pomeranz, *The Great Divergence* (2000).

Assessment: A three-hour written examination in the ST.

EH459

Financial and Business History: America, Europe and Japan

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Leunig, C322

Availability: For MSc Economic History, MSc Economic History (Research) and MSc Economics and Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. This course is capped.

Pre requisites: There are no prerequisites, but some knowledge and an interest in business and finance are advantageous.

Core syllabus: This course explores the global evolution of business and finance from the late nineteenth century to the recent past. In so doing we seek to explain the success of firms, industries and nations.

Content: Introductory lectures set the scene and ensure that students understand key concepts. The next section looks at how national settings affect financial and business performance, including the different settings of leader and follower nations. The third section concentrates on industrial systems, including the role of competition, and the interaction of big business and big finance. The final section looks inside and outside the firm: inside, at workers and management, and outside, at how business, and especially finance, can have wide ranging effects.

Teaching: The class meets weekly for two terms. A short series of introductory lectures are followed by student-led seminars.

Written work: Students are expected to produce two essays during the year and to sit a mock examination paper.

Reading list: Readings include, S Broadberry, *Productivity race* (1997); Y Cassis, *Big business: European perspective* (1997); B Eichengreen, *Golden fetters* (1992); J Kay, *Foundations of corporate success* (1993); N Lamoreaux & D Raff (Eds), *Co-ordination and information* (1995); M G Blackford, *The Rise of Modern Business in GB, US and Japan* (1998); A D Chandler, *Scale and Scope* (1990); J B Baskin & P Miranti, *History of Corporate Finance* (1997); W G Roy, *Socialising Capital* (1997); T Hoshi & D Kashyap, *Corporate Finances & Governance in Japan* (2001).

Assessment: A three-hour written examination in the ST.

EH462

Latin American Development in the Twentieth Century: from liberalism to neo-liberalism

This information is for the 2004/05 session.

Teacher responsible: Arne Berges

Availability: For MSc Economic History, MSc Economics and Economic History, MA Area Studies (Latin America). Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course considers the social welfare implications of development strategies applied since 1900. Namely, the liberal 'export model' of the early decades of the century, 'autarchic' developmentalist programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s, heterodox attempts at stabilisation in the 1980s and current neo-liberal reform projects.

Content: The course will be largely thematic in structure. The first part will address methodological issues such as defining and measuring growth, development, poverty and welfare. This will be followed by an examination of key themes. These will include the political context within which economic policy was applied; the determinants - and ideological underpinnings - of growth and development; institutional arrangements relating to social security, health care and education; political participation and civil rights; changing patterns of employment; wages and income distribution; absolute and relative levels of poverty. The geographical focus of the course will be on the Argentine, Brazil, Chile, Colombia and Mexico.

Teaching: Two-hour weekly seminars in the MT and LT.

Written work: Three papers during the session.

Reading list: C Abel & C M Lewis (Eds), *Welfare, Poverty and Development in Latin America* (1993) and *Exclusion and Engagement: Social Policy in Latin America* (2002); J Buxton & N Phillips (Eds), *Case Studies in Latin American Political Economy* (1999); V Bulmer-Thomas, *Economic History of Latin America* (2003); S Haber (Ed), *Political Institutions and Economic Growth in Latin America: Essays in Policy, History and Political Economy* (2000); Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (2002); J L Love & N Jacobson, *Guiding the Invisible Hand: economic liberalism and the state in Latin American history*; C Mesa-Lago, *Social Security and Prospects for Equity in Latin America* (1991); K Sikkink, *Ideas and Institutions: Developmentalism in Brazil and Argentina* (1991); W C Smith & R P Korzeniewicz (Eds), *Politics, Social Change and Economic Restructuring in Latin America* (1997); R Thorp, *Progress, Poverty and Exclusion* (1998); J S Tulchin & A M Garland (Eds), *Social Development in Latin America: the politics of reform* (2000).

Assessment: Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to a three-hour written examination in the ST.

EH475

The Rise and Decline of Economic Policy in Twentieth-Century Europe

This information is for the 2004/05 session.

Teachers responsible: Mr Dudley Baines and Dr Jordi Domenech
Availability: For MSc Economic History, MSc Economic History (Research) and MSc Economics and Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teachers. This course is capped.
Core syllabus: The course examines the changing role of the state in the development of the European economies using a long run perspective. It will focus on problems of economic management both in peacetime and wartime; policy constraints in both closed and open economies; processes of economic growth, convergence and integration; welfare and regional policies and the policy implications of the growth of global markets.
Content: The economic role of the state before the First World War. Reconstruction after World War I and World War II. Exchange rate and monetary policy, 1900-1990. Crisis management 1931 and 1973. Macro policy in the depression of the early 1930s. The relation of economic theory and policy, 1930s-1990s. Trade and protection, multilateralism versus bilateralism, 1900-1990. The state and resource allocation in wartime. Comparative regional policy since 1945. Economic consequences of welfare policies. Policy responses to demographic change. Did the European economies converge? Labour mobility, formal and informal labour markets.
Teaching: 20 seminars or lectures of two-hours each in the MT and LT. There will be pre-circulated papers for the seminars.
Written assignments: A minimum of three essays and one class presentation.
Reading list: F B Tipton & R Aldrich, *An economic and social history of Europe*, 2 vols (1890-1939; From 1939 to the present) (1987); L A Craig & D Fisher, *The integration of the European economy, 1850-1913* (1997); G Hardach, *The First World War* (1987); D Winch, *Economics and policy. A historical study* (1969); C P Kindleberger, *A financial history of Western Europe* (1984); W R Garside (Ed), *Capitalism in crisis. International responses to the Great Depression* (1992); W Nurkse & W A Brown, *International currency experience. Lessons of the inter-war period*, League of Nations (1944); C H Feinstein (Ed), *Banking, currency and finance in Europe between the wars* (1995); C H Feinstein, P Temin & G Toniolo, *The European economy between the wars* (1997); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1992); P Clarke, *The Keynesian revolution in the making* (1988); M Harrison (Ed), *The economics of World War II* (1998); A S Milward, *War, economy and Society, 1939-45* (1977); A Boltho (Ed), *The European economy: Growth and crisis* (1988); D Ellwood, *Rebuilding Europe. Western Europe, America and post-war reconstruction*, (1992); M S Schulze (Ed), *Western Europe: Economic and social change since 1945* (1999).
Assessment: A three-hour written examination in the ST.

EH477 Not available in 2004/05

History of Economics: From Moral Philosophy to Social Science

This information is for the 2004/05 session.

Teacher responsible: To be announced
Availability and restrictions: This course is for MSc Economic History, MSc Economic History (Research), MSc Economics, and other MScs where it is listed as an option. Other graduate students may take this course only with the permission of the course lecturer.
Core syllabus: The course aim is to understand the changing nature and Content of economics as it turned from a branch of moral philosophy in the 18th century to a technical social science at the end of the 20th century.
Content: The course will explore the long-term changes in certain key concepts in economics, in its change from moral philosophy to social science. The primary texts on these themes, chosen from a variety of European and American authors, will provide material for study of the changes in methods, concepts and theories of economics. Secondary literature will be used to help understand and assess the changing role of economics both as a science and as an art intended for state action.
Teaching: 40 hours over MT and LT, mixture of lectures and seminars. (Those students without relevant background should also attend the lectures for EC311).
Written work: Students will be expected to produce seminar papers and written work.
Reading list: Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* provides a general background text.
Assessment: A three-hour written examination in the ST. Additionally, students taking MSc Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EH480

Dissertation in Global History

This information is for the 2004/05 session.

Teachers responsible: Dr G Austin, C314 and all members of the Economic History Department
Availability: Compulsory for, and exclusive to, MSc Global History.
Core syllabus: The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It may be a critical survey of a well-defined problem in the literature or an empirical case-study within a global history framework.
Selection of title: The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.
Arrangements for supervision: Students will receive advice on the choice of topic and how to tackle it from their teachers at appropriate stages. There will also be a meeting shortly after the taught-course examinations, at which students will receive general advice on the dissertation. Each student must submit a draft by a date (to be announced) late in the ST, and will receive detailed written comments on this draft only. The draft will form the basis of a paper which the student is required to present to a dissertation workshop held towards the end of term.
Assessment: The completed dissertation must be handed in by 1 September 2004. Marks will be deducted for late submission or excessive length. It should be no longer than 10,000 words. The dissertation counts for 25% of the total MSc marks.

EH481 Half Unit

Economic Change in Global History: Approaches and Analysis

This information is for the 2004/05 session.

Teachers responsible: Professor Patrick O'Brien, E488 and Dr Gareth Austin, C314
Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teachers.
Core syllabus: The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.
Content: Consideration will focus upon the following (an asterisk indicates that the lecture for the topic will be shared with EH401): the emergence of global history as a sub-discipline; theoretical approaches to the global history of material progress and stasis; culture and economic behaviour*; economic development*; processes of economic growth and the issue of convergence*; imperfect information and incentive structures*; Smithian growth and economic rent; world systems theory; imperialism and global history; the physical environment and global history; the post-modern challenge to metanarrative; quantitative issues in global history; issues in writing global histories.
Teaching: Taught during the MT. Weekly two-hour lectures (some of them shared with EH400a) and one-hour classes.
Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).
Reading list: K Pomerantz, *The Great Divergence* (2000); A G Hopkins (Ed), *Globalization in World History* (2002); D Smith, D Solinger & S Topik (Eds), *States and Sovereignty in the Global Economy* (1999); J Diamond, *Guns, Germs and Steel* (1998); E Jones, *Growth Recurring: economic change in world history* (1988); A Frank, *Re-Orient: global economy in the Asian Age* (1998); C Chase-Dunn & T Hall (Eds), *Rise and Demise: comparing world systems* (1997); D North, *Institutions, Institutional Change and Economic Performance* (1990); W G Runciman, 'The "Triumph" of Capitalism as a Topic in the Theory of Natural Selection', *New Left Review*, 210 (1995); T Rawski (Ed), *Economics and the Historian* (1996); E Phelps, *Political Economy: an introductory text* (1985); J Alt & K Shephse (Eds), *Perspectives on Positive Political Economy* (1990); C Bayly, *The Birth of the Modern World 1780-1914: Global Connections and Comparisons* (2004).
Assessment: An assessed essay of up to 3,000 words to be handed in during the year that the course is taken counts for 30% of the marks; a two-hour examination for 70%.

EH482

Pre-Modern Paths of Growth: East and West Compared, 1000-1800

This information is for the 2004/05 session.

Teachers responsible: Dr Kent Deng, C413 and Professor S R Epstein, C415
Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, with the approval of their department and the course teachers. This course is capped.
Core syllabus: This course surveys long-term processes of growth and development in pre-modern Europe, China and Japan. The course raises

fundamental questions about the nature of pre-industrial societies and economies. First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. What kind of growth and development did 'Malthusian' societies experience? Second, it addresses debates over European industrialisation. Why was Britain first? Was British success from the late 18th century the result of unique social, institutional, or cultural features? Was it the outcome of a centuries-long, cumulative process of change, that relied as much on inputs from the rest of Europe as much as specifically domestic features? Or was it the result of a 'fortunate conjuncture'? Third, it makes an in-depth comparison of three major geo-economic regions (Europe, China and Japan) over seven centuries. It discusses recent research that suggests that parts of pre-modern Asia were as developed (in terms of living standards, agricultural productivity, commerce) as the more advanced regions of modern Europe, and asks if there were more than one 'premodern paths of growth'.
Content: In the MT we focus on Europe; during the LT, on China and Japan. The approach throughout is thematic. Themes include: agriculture, population, urbanisation, technology, urban and rural industry, economic effects of legal, political and constitutional structure; political economy and taxation; warfare; trade and market integration, causes and effects of European expansion.
Teaching: 20 two-hour weekly classes in MT and LT.
Written work: All students are expected to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by the end of the fifth week of the LT, and one by the end of the ninth week of the LT.
Reading list: M Olson, 'Big bills left on the sidewalk: why some nations are rich, and others poor', *Journal of Economic Perspectives*, 10:2 (1996); E L Jones, *Growth Recurring: economic change in world history* (1988; 2nd edn, 2002); M Mann, *The Sources of Social Power*, Vol 1 (1987); D North & R Thomas, *The Rise of the Western World* (1973); K G Persson, *Pre-industrial Economic Growth* (1988); I Wallerstein, *Historical Capitalism* (1983); P Anderson, *Lineages of the Absolutist State* (1974); T Aston & C Philpin (Eds), *The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe* (1985); S R Epstein, *Freedom and growth. The rise of states and markets in Europe 1300-1750* (2000); J De Vries, *The Economy of Europe in an age of crisis, 1600-1750* (1976); G Deng, *The Premodern Chinese Economy* (1999); T C Smith, *The Agrarian Origins of Modern Japan* (1959); K Pomeranz, *The Great Divergence: China, Europe, and the making of the modern world economy* (2000); A G Frank, *ReORIENT: Global economy in the Asian age* (1998).
Assessment: A three-hour written examination.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

This information is for the 2004/05 session.

Teachers responsible: Professor Nicholas Crafts, C321 and Professor Janet Hunter, C414
Availability: Compulsory course for MSc Global History. Students taking other master's degrees may be admitted with the approval of their department and the course teachers if numbers allow. This course is capped.
Core syllabus: The course analyses the course of modern economic growth and its relationships with globalisation since the First Industrial Revolution.
Content: The course will include most or all of the following components:
 a) Catching-Up, forging ahead and falling behind: analysis of reasons for success and failure in economic growth in different economic eras giving special emphasis to the role of factor and trade flows in the process of development and to the impact of institutional change.
 b) Demographic transitions in the long run: "modernization" and fertility change; "western" vs. "eastern" family patterns and their implications for development; disease regimes, public health and economic development; impacts of immigration and emigration.
 c) Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing patterns of agricultural trade.
 d) Aspects of technological change and diffusion, and technology transfer.
 e) Why, after all, are countries different in a globalizing world?: considers the dimensions of divergence (including the effects of wars) and explores alternative hypotheses including institutions, cultural factors, natural resources and examines in detail claims of path dependency.
Teaching: 20 one-hour lectures and 20 one-hour seminars in MT and LT.
Written work: Three papers during the course, the third of which counts towards the final Assessment (see below).
Reading list: J Diamond, *Guns, Germs and Steel* (1997); I Inkster, *Science and Technology in History* (1981); E L Jones, *Growth Recurring* (1988); J Goody, *The East in the West* (1996); B Foster, *The Vulnerable Planet: A Short Economic History of the Environment* (1993); P Mathias & J Davis (Eds), *Agriculture and Industrialization from the 18th Century to the Present Day* (1996); M Livi-Bacci, *A Concise History of World Population* (1997); Wang Gangwu (Ed), *Global History and Migrations* (1997); A van der Woude, A Hayami & J de Vries (Eds), *Urbanisation in History* (1990); World Bank,

Globalization and Decentralization in an Urbanizing World (1999); D Puga, 'Urbanization Patterns: European vs. Less Developed Countries', *Journal of Regional Science* (1998); J Williamson, 'Globalization, Convergence, and History', *Journal of Economic History* (1996); B Arthur (Ed), *Increasing Returns and Path Dependence in the Economy* (1994); S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (1994).
Assessment: An assessed essay to be handed in during the year the course is taken counts for 30% of the final mark. The remaining 70% is determined by a three-hour written examination.

EH484 Half Unit

Gender, Work and Industrialisation

This information is for the 2004/05 session.

Teacher responsible: Professor Janet Hunter, C414
Availability: Optional course for students taking MSc Global History, MSc Economic History and MSc Gender. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.
Core syllabus: The course examines gender issues in relation to the process of industrialisation from an economic history perspective. The emphasis is on analysing empirical evidence from several countries over the 18th-20th centuries with a view to identifying similarities and differences in the changes taking place over time. Case studies will focus on Britain, the United States, Japan, Russia and China, but reference will also be made to the experience of other countries, in order to achieve a more global picture.
Content: The gender division of labour in agriculture, by-employment and proto-industrialisation. Gender and the labour force in the context of manufacturing growth, mechanisation and technological change. Gender distributions of the labour force between sectors and industries, and within production. The gender division of labour in the service sector. Family economies and wage levels. Legislation and state intervention in the operation of the labour market. Impact of family structure, ideology and culture on labour markets in industrialisation.
Teaching: Taught during the LT. 10 weekly two-hour seminars at which student papers will be presented and discussed.
Written work: Students will be expected to produce two written papers during the course, the second of which will constitute Assessment for the course (see below).
Preliminary Reading list: G de Groot & M Schrover (Eds), *Women Workers and Technological Change* (1995); N Folbre, *Who Pays for the Kids?* (1994); C Goldin, *Understanding the Gender Gap* (1990); P Hudson & W R Lee, *Women's Work and the Family Economy in Historical Perspective* (1990); J McDermid & A Hillyar, *Women's Work in Russia, 1880-1930* (1998); E Roberts, *Women's Work, 1840-1940* (1988); S O Rose, "'Gender at Work": Sex, Class and Industrial Capitalism', *History Workshop* 21 (1986); J W Scott, *Gender and the Politics of History* (1988); L A Tilly & J W Scott, *Women, Work and Family* (1978); K Uno, 'Women and Changes in the Household Division of Labour' in G L Bernstein (Ed), *Recreating Japanese Women, 1600-1945* (1991).
Assessment: An assessed essay of up to 3,000 words, to be handed in during the year the course is taken.

EH485 Half Unit

Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution

This information is for the 2004/05 session.

Teacher responsible: Professor Patrick O'Brien, E488
Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.
Core syllabus: The course compares the discovery, storage and diffusion of scientific, technical and other forms of 'useful knowledge' in pre-industrial Europe and Asia in the long term. Contrasts in these respects were crucial in explaining the eventual divergence in economic performance between continents. This course will address the meta questions of where, when and why contrasts emerged and why the discernible successes of European science and technology were not emulated more rapidly in Asia.
Content: Topics to be covered include: The flowering of science and technology in Song China. Arab science and technology. Indian and European industrial and agrarian technology in the Middle Ages. Universities and other institutions for the discovery and validation of useful knowledge. Military and nautical technologies. The scientific revolution in Europe. Connections between science and technology. The decline of Chinese science. The Arab heritage in science and technology. Religion and science. Culture and political constraints on the accumulation of scientific knowledge. Notions of rationality in Europe and Asia. The status of scientists and technologists. Incentives to innovation.
Teaching: Taught during the LT. 10 weekly two-hour seminars (with

lectures). Students will be expected to contribute presentations to the class. If the numbers of students opting for the course falls below four, it will be run as tutorials.

Written work: Students will be expected to produce two written papers during the course.

Reading list: T Huff, *The Rise of Early Modern Science: Islam, China and the West* (1993); C Cohen, *The Scientific Revolution: An Historical Inquiry* (1994); J Needham, *The Grand Titration: Science and Society in East and West* (1979); A Pacey, *Technology in World Civilization: A Thousand-Year history* (1990); J Mokyr, *The Lever of Riches* (1990); N Rosenberg, *Inside the Black Box* (1992); J Goody, *The East in the West* (1996); J Gernet, *A History of Chinese Civilization* (1996); D Bodde, *Chinese Thought, Society and Science* (1991); J E McClellan & H Dorn, *Science and Technology in World History*; D C Linberg & R S Westman (Eds), *Reappraisals of the Scientific Revolution* (1990); P S Ropp (Ed), *The Heritage of China* (1990); P Stearns et al (Ed), *World Civilizations: the Global Experience* (1996); C Ronan, *Science: its History and Development in World Cultures* (1982); M Adam, *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance* (1989).

Assessment: A two-hour written examination.

EH486 Half Unit Not available in 2004/05

Shipping and Sea Power in Asian Waters, c 1600-1860

This information is for the 2004/05 session.

Teacher responsible: Dr Kent G Deng, C413

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Content: Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching: Taught during the LT. 10 weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two essays of up to 2,000 words during the course, one due at the end of the 4th week and the other at the end of the 9th week (see below).

Preliminary Reading list: K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 258-50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c2100 b.c.1900 a.d. (1997)*; Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol.6, No 2 (1995); Yen-Ping Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-Ping Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment: A two-hour written examination.

EH487 Half Unit

International Economic Institutions since World War I

This information is for the 2004/05 session.

Teacher responsible: Professor Nicholas Crafts, C321

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

Content: The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great

Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and Content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an Assessment of what is genuinely new about late 20th century compared with late 19th century globalization.

Teaching: Taught during the LT. 10 weekly two-hour seminar-lectures in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Reading list: A Krueger, 'Whither the World Bank and the IMF?', *Journal of Economic Literature* (1998); O Kirshner (Ed), *The Bretton Woods-Gatt System: Retrospect and Prospect after 50 Years* (1996); B Eichengreen, *Globalizing Capital* (1996); M Thomas (Ed), *The Disintegration of the World Economy between the World Wars* (2 vols) (1996); S Ostry, *The Post Cold War Trading System* (1997); H James, *International Monetary Co-operation since Bretton Woods* (1996); M Bordo, B Eichengreen & D Irwin, 'Was There Really an Earlier Period of Globalization Comparable to Today?', *Brookings Papers on Economic Activity* (1999); P Kenen (Ed), *Managing the World Economy* (1994).

Assessment: A two-hour written examination.

EH488 Half Unit Not available in 2004/05

The Economic History of a Continental Empire: the Hapsburg Monarchy, 1700-1914

This information is for the 2004/05 session.

Teacher responsible: Dr Max Schulze, C213

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Pre requisites: A reading knowledge of German will be useful but not essential.

Core syllabus: The course examines the economic development of the Habsburg Empire within its broad international context from the early 18th century to the outbreak of the First World War.

Content: Topics to be covered include: Gradients of economic development in the 18th century: the Habsburg economy in European and regional perspective. Institutional change and the 18th century origins of industrialization. The economic impact of the Napoleonic Wars. Origins and effects of the mid-19th century reforms: the Austro-Hungarian customs union and the emancipation of the peasantry. Agriculture, industry and structural change. The pattern and pace of industrialization in the 19th century. Politics and economics: the 'Ausgleich' of 1867. Internal trade and the integration of product and factor markets. Regional income differentials and regional specialization. External trade and Austria-Hungary's integration in the international economy. The economic costs of 'Empire'. The structure of the Austro-Hungarian economy on the eve of the First World War. Habsburg's long-run economic performance in international comparison.

Teaching: Taught during the LT. 10 weekly two-hour seminars with pre-circulated papers. Students will be expected to contribute presentations to class.

Written work: Students will be expected to produce two written papers during the course.

Reading list: No single work covers the course adequately and much of the relevant literature is published in article form. The following readings offer some indication of the material used: A Bideleux & J Jeffries, *A History of Eastern Europe* (1998); A Brusatti (Ed), *Die wirtschaftliche Entwicklung*, vol 1 of *Die Habsburger Monarchie 1848-1918* (1973); D F Good, *The Economic Rise of the Habsburg Empire, 1750-1914* (1984); C Ingraio, *The Habsburg Monarchy, 1618-1815* (1994); J Komlos, *The Habsburg Monarchy as a Customs Union* (1983); J Komlos (Ed), *Economic Development in the Habsburg Monarchy* (1983); J Komlos, *Nutrition and Economic Development in the Eighteenth Century Habsburg Empire* (1989); R Sandgruber, *Ökonomie und Politik. Österreichische Wirtschaftsgeschichte vom Mittelalter bis zur Gegenwart* (1995).

Assessment: A two-hour written examination.

EH489 Half Unit Not available in 2004/05

The Globalization of Social Risk and Social Security since 1850

This information is for the 2004/05 session.

Teacher responsible: Professor Paul Johnson

Availability: Optional course for students taking MSc Global History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Core syllabus: This course examines the way in which social risks - those relating to health, employment, life-cycle and environment - have changed with the industrialisation and globalisation of the economy since 1850, and how individuals and societies have responded to these risks with a variety of resource-pooling strategies. The course draws upon examples from Europe, North and South America, and Asia, and students will be encouraged to investigate in detail the long-run interaction of social risk and social security in countries or regions of their choice. Attention will be paid to competing models of social security development, and to the way in which different responses to social risk reduce or exacerbate problems of free-riding, moral hazard, the creation of perverse incentives and the construction of binding intergenerational contracts. Different national patterns of institutional evolution will be examined in the light of economic, structural, political and cultural explanations of long-run social security development.

Content: The first two meetings examine economic and sociological conceptions of social risk and social security, and subsequent meetings analyse in detail a variety of response strategies. 1) Definitions and typologies of social risk and social security. 2) Social risk and economic development: global processes or national peculiarities? Response strategies: 3) Charity: church, community, aid agency. 4) Family: fertility and the extended family. 5) Human capital: education and skills diversification. 6) Saving and insurance: mutual and self-help strategies. 7) Worker organisation: trade unions, co-operatives, and political parties. 8) Social security: male breadwinner models. 9) Social security: citizenship models. 10) Social risk and social security: is there a developmental pathway?

Teaching: Taught during the LT. 10 weekly two-hour seminars in which student papers will be presented and discussed.

Written work: Students will be expected to produce two written papers during the course, one of which will count towards the assessment (see below).

Preliminary Reading list: P Baldwin, *The Politics of Social Solidarity* (1991); J Williamson & F Pampel, *Old-Age Security in Comparative Perspective* (1993); C Mesa-Lago, *Social Security in Latin America* (1978); J Dixon, *The Chinese Welfare System 1949-79* (1981); P Flora & A Heidenheimer (Eds), *The Development of Welfare States in Europe and America* (1981); M van der Linden, *Social Security Mutualism* (1996); B Deacon, *Global Social Policy* (1997); A Cochrane & J Clarke, *Comparing Welfare States* (1993); A de Swaan, *In Care of the State* (1988); M Douglas & A Wildavsky, *Risk and Culture* (1982); U Beck, *Risk Society* (1992).

Assessment: An assessed essay of up to 3,000 words.

EH498

Dissertation- MSc Economic History (Research)

This information is for the 2004/05 session.

Teachers responsible: All teachers of taught courses within the Economic History Department.

Availability: Compulsory for, and exclusive to, MSc Economic History (Research).

Core syllabus: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Selection of title: The subject and title of the dissertation must be approved by the student's tutor.

Arrangements for supervision: Starting in the first term, students will receive advice on how to choose a topic, and how to tackle it, both from the Department (in written form), and, individually, from their tutor and from the teacher of any relevant taught course. To strengthen the link between research training and the dissertation, students will also receive comments on their assessed paper for EH401. There will also be a dissertation meeting for all students shortly after the taught course examinations. The student must submit a draft of the dissertation by the last Monday of the ST. This draft will form the basis of the paper which

the student must present to a dissertation workshop held later that week, at which verbal feedback will be provided to teachers and fellow students. A nominated member of staff will also offer written comments on this draft providing it is submitted by the designated time.

Assessment: The final dissertation, which must be handed in by 1 September 2005, is equivalent to two full modules, and will be awarded two separate percentage marks. The first of these marks will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), and the student's research design and discussion of methods and primary resource materials. The second mark will relate to the execution of the project, the quality of analysis of evidence, its creativity and originality, and the overall contribution or achievement of the project. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

EH499

Dissertation- MSc Economic History

This information is for the 2004/05 session.

Teachers responsible: All teachers of taught courses within the Economic History Department, coordinated by Dr E H Hunt.

Availability: Compulsory for, and exclusive to, MSc Economic History.

Core syllabus: The dissertation may be a critical survey of a well-defined problem in economic history or historiography, or an empirical case-study. The topic should relate broadly to one of the economic history courses taken by the student.

Selection of title: The title must be approved by the student's tutor.

Arrangements for supervision: EH401 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document), and, individually, from their tutor and from the teacher of the most relevant taught course. There will also be a meeting for all Economic History students shortly after their taught-course examinations, at which they will be given general advice on the dissertation. The student must submit a draft by the last Monday of the ST. The draft will form the basis of a paper which the student must present to a dissertation workshop held later that week. Verbal feedback will be provided by teachers and fellow students. The student will also receive detailed written comments on this draft (only).

Assessment: The completed dissertation must be handed in by 1 September 2005. Marks will be deducted for late submission. The dissertation will not be returned to the student, who should therefore make a copy before submission. The dissertation should not exceed 10,000 words, excluding tables, references and bibliography.

EU400

The Political Economy of Transition

This information is for the 2004/05 session.

Teacher responsible: Professor N Barr, J102

Availability: Optional course for MSc European Political Economy: Transition, MSc Research in European Studies and MSc Russian and Post Soviet Studies. Available to others subject to the availability of places, and with the permission of the course convenor.

Pre requisites: A background knowledge of the post-1945 history of Eastern Europe is desirable. An ability to read another European language besides English is an advantage.

Core syllabus: A multi-disciplinary analysis of the economic, political and social dynamics of systemic transformation - the triple-role of the state in developing free market economies, building liberal, democratic political structures and constructing efficient and equitable public services. The course draws widely on relevant theoretical debates and the experiences of transformation in Latin America and Southern Europe.

Content: Three core elements - economics, governmental institutions, and politics - are studied in parallel. The course also involves a number of interdisciplinary policy case studies. Economic analysis pays particular attention to the dividing line between the market and the state. Topics covered include: the inheritance (low (or negative) rates of growth; misallocation; inappropriate skills mix); theoretical discussion or arguments in favour of a market system (how markets bring about efficiency; theories of market failures, and implications for state intervention); building the macro economy (stabilisation, policies to restore growth); building the micro economy (privatisation, restructuring, financial market development); and the role of the state in income transfers, health care and education. The institutional and political aspects of the course examine the rule of law in theory and practice, electoral systems and parliamentary legislative procedures, administrative structures, accountability and efficiency, party systems and political competition,

nationalism, and the fate of ideological politics following the collapse of Communism. Policy case studies may include: macroeconomic stabilisation; privatisation (what should be privatised, and how?); the role of regulation in assisting the operation of private markets; education; health care; (areas in which it might be appropriate to have public funding and/or production or a partnership between the state and the private sector).

Teaching: Lectures: **Basic Economic Concepts for European Political Economy** (EU409) (first five weeks MT). **The Political Economy of Transition** (EU400.1) 37 (one or two per week, MT, LT, ST).

Seminars: **The Political Economy of Transition** (EU400.2) 18 (MT, LT, ST). **Reading list:** J Le Grand, C Propper & R Robinson, *The Economics of Social Problems*, 3rd edn, Macmillan, (1992); *World Development Report 1996: From Plan to Market*, Oxford University Press, New York and Oxford; B Barry, *Sociologists, Economists, and Democracy*; G Schopflin, *Politics in Eastern Europe 1945-1992*, Blackwell, (1993); I Banac (Ed), *Eastern Europe in Revolution*, Cornell University Press, (1992); D Stark & L Bruszt, *Post-socialist Pathways*, Cambridge University Press, (1998).

Assessment: A three-hour written examination in June.

EU402 Half Unit

Social Market Economy in Germany

This information is for the 2004/05 session.

Teacher responsible: Professor S Collignon, J202

Availability: Recommended for MSc European Politics and Governance and MSc European Political Economy. Open to all other Masters' degrees. **Pre requisites:** An ability to read German is an advantage. A knowledge of basic economics is essential.

Core syllabus: A study of the development of economic policy-making in Germany, and the underlying ideologies, particularly in their European context.

Content: This course examines economic ideologies, policies and economic developments in Germany. It highlights the key features of economic policy-making ideas in Germany and how they have changed over time. Special emphasis is given to the economic problems arising in the context of German unification. In order to analyse the 'German political economy' an interdisciplinary approach is pursued drawing on concepts from economics, political science, philosophy and sociology. Topics covered include: the role of ideology in the German model, macroeconomic policy-making, labour market policies, corporate governance and the banking system, economic policies towards unification, privatisation in East Germany and the implications of European integration for economic policy-making in Germany.

Teaching: Lectures: **Government and Business in Germany** (EU402.1) 12 (weekly, MT, ST).

Seminars: **Government and Business in Germany** (EU402.2) 12 (weekly, MT, ST).

Essential preliminary reading: A J Nicholls, *Freedom Within Responsibility: The Social Market in Germany 1918-1963*, Oxford (England) and Clarendon (New York), 1994; P Merk (Ed), *German Unification in the European Context*, Penn State Press, 1993; K Larres (Ed), *Germany since Unification*, 2nd edn; *The Development of the Berlin Republic*, Palgrave, 2001; K Dyson (Ed), *The politics of German regulation*, Dartmouth, 1992; T Lange & G Pugh, *The economics of German unification. An introduction*, Elgar, 1998; Dumont & Louis, *German Ideology: from France to Germany and Back*, University of Chicago Press, 1994; Dumont & Louis, *Essays on Individualism: Modern Ideology in Anthropological Perspective*, University of Chicago Press, 1992.

Assessment: One two-hour, written examination in June.

EU409

Basic Economic Concepts for European Political Economy

This information is for the 2004/05 session.

Teacher responsible: Dr W Schelkle, J210

Availability: MSc European Political Economy: Transition, MSc European Political Economy: Integration, MSc European Politics and Governance and MSc Russian and Post-Soviet Studies. Students from other departments are welcome if space permits.

Core syllabus: A five-week intensive course, which assumes no previous knowledge of economics. The aim of the course is to provide students with a background in economic theory sufficient for MSc courses within the European Institute. Students with some knowledge of basic theory are welcome to sit in, but in lectures priority is given to ensuring that non-economists reach the required standard.

Content:

1. Introduction: economic rationality; scarcity and opportunity cost; markets.
2. Microeconomics: choices of households and firms; perfect and imperfect competition; the role of government.
3. Macroeconomics: full employment and unemployment macroeconomics; monetary and fiscal policy; open economy.

Teaching: 20 hours of lectures, four hours per week for the first five weeks of the MT.

Reading list: J Stiglitz & J Driffill, *Economics*, Norton, 2000; P Krugman & M Obstfeld, *International Economics*, Addison Wesley, 2003.

Assessment: There is no examination for this course. A WebCT course provides tailored case studies and material for self-assessment.

EU410

Interdisciplinary Research Methods and Design

This information is for the 2004/05 session.

Teachers responsible: Dr Robert Hancke, J209 and Mr Richard Bronk, J201

Availability: Core foundational course for MSc European Political Economy: Transition and MSc European Political Economy: Integration.

Core syllabus: Lectures on interdisciplinary concepts, research design and methods to acquaint MSc students with standards of research in the social sciences.

Content: This lecture series offers an introduction to matters of interdisciplinary research, research design and logic. Themes discussed are: political economy concepts; research design; the logic of case-studies and comparative research; narratives and reporting and common problems of research design.

Teaching: 11 lectures EU410 (fortnightly MT, LT, ST).

Reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry*, Princeton University Press, 1994; S Van Evera, *Guide to Methods for Students of Political Science*, Cornell University Press, 1997; J Caporaso & D Levine, *Theories of Political Economy*, Cambridge, 1992; R Goodin & H-D Klingemann (Eds), *A New Handbook of Political Science*, Oxford, 1996.

Assessment: There is no examination for this course.

EU411 Not available in 2004/05

Ethnic Diversity and International Society

This information is for the 2004/05 session.

Teacher responsible: Dr J Jackson Preece, J206

Availability: For MSc Nationalism and Ethnicity, MSc Human Rights, MSc European Politics & Governance, and MSc European Political Economy: Transition. Other masters' degree students may be admitted with the permission of the Teacher responsible.

Core syllabus: Investigations into theories and problems of nationalism and international society relevant to ethnic diversity within states.

Content: The issues considered cover two main areas:

Part one will provide a theoretical and historical background to the problem of ethnic diversity within world politics. We will survey the origins of the modern system of states within Europe and its expansion beyond Europe while at the same time paying particular attention to the conflict between ideas of pluralism and ideas of solidarism.

Part two will consider problems and practices of ethnic diversity in a world of nation-states including self-determination, boundaries, decolonisation, democracy, human and minority rights, the rights of indigenous peoples, refugees, racism, ethnic cleansing, genocide, humanitarian intervention, and multiculturalism. In analysing these issues, particular attention will be paid to the relationship between evolving international norms (as disclosed in treaties, conventions, international organisations and political discourse) and changing state practices.

Teaching: Lectures 14 (MT, LT), seminars 13 (MT, LT), Simulation exercises three (LT), Revision two (ST).

Written work: Students are required to write four essays.

Reading list: H Arendt, *The Origins of Totalitarianism*, 1972; A Bozeman, *Politics and Culture in International History*, 1960; A Buchanan, *Secession*, 1991; H Bull & A Watson (Eds), *The Expansion of International Society*, 1984; A Cassese, *Self-Determination of Peoples*, 1995; I Claude, *National Minorities, An International Problem*, 1955; A Cobban, *The Nation-State and National Self-Determination*, 1970; I Hannaford, *Race, The History of an Idea in the West*, 1996; R Jackson, *The Global Covenant*, 2000; J Jackson-Preece, *National Minorities and the European Nation-States System*, 1998; H Kohn, *The Idea of Nationalism*, 1944; W McKean, *Equality and Discrimination Under International Law*, 1985; J Mayall, *Nationalism and International Society*, 1990. A more detailed reading list is available from Dr Jackson Preece of the European Institute Office.

Assessment: One three-hour examination in June.

EU417 Half Unit

Italy in the European Union

This information is for the 2004/05 session.

Teacher responsible: Dr R Leonardi, J108

Availability: For MSc European Politics and Governance and MSc Comparative Politics.

Content: The European thrust of Italian politics in the postwar period; democratisation and nation-building after WWII; political competition and the ideological debate between government and opposition in the 1945-47 period of the future structure of the Italian state and its relations with other European countries; the contribution of Italian European federalist thinkers; the Europeanisation of public policies in Italy: monetary union, cohesion, agriculture, competition, transport, foreign and security policies.

Teaching: 10 seminars in the MT and two seminars in the first and

second weeks of the ST.

Reading list: Robert Leonardi & Raffaella Nanetti (Eds), *Italy: Policy and Politics*, Vol 1, 1996; Robert Leonardi & Marcello Fedele (Eds), *Italy: Politics and Policy*, Vol 2, 2003; Leila Talani, *Betting For and Against EMU*, 2001; Paul Ginsborg, *Italy and Its Discontents*, 2001.

Assessment: Two-hour unseen written examination in June.

EU419 Half Unit

Socio-economic Cohesion Policies in the EU

This information is for the 2004/05 session.

Teacher responsible: Dr R Leonardi, J108

Availability: For MSc European Political Economy: Integration, MSc European Social Policy, MSc European Politics and Governance, MSc Regional and Urban Planning Studies and MSc Public Policy.

Content: Discussion of economic and political integration theories; the empirical reality of economic and social convergence in Europe since the 1950s; the concept of cohesion; the impact of the Single European Act and the Maastricht, Amsterdam and Nice treaties on the definition and implementation of cohesion policies; EMU and the regions; governmental performance at the sub-national level; the role of institutional and administrative capacity in the management of Structural Funds; multi-level governance and implementation of cohesion policies; the role of social capital in development strategies; networks as instruments of cohesion; European spatial planning; urban policy; Implications of enlargement to 10 and then to 12/13 new member states; the implications of the new EU Constitution and the Lisbon Strategy of cohesion.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: R Leonardi, *Convergence, Cohesion and Integration in the European Union and The Cohesion Policy of the European Union*; C Harvie, *The Rise of Regional Europe*; I Bache, *The Politics of Regional Policy in the European Union*; L Hooghe, *Cohesion Policy and European Integration*; M Rhodes, *The Regions and the New Europe*; C Rumford, *European Cohesion?*; EC Commission, *Third Cohesion Report*.

Assessment: Two-hour unseen written examination in June.

EU420 Half Unit

European Union Law and Government

This information is for the 2004/05 session.

Teacher responsible: Mr Damian Chalmers

Availability: Option for MSc European Politics and Governance and LLM students. Option for students from other relevant MSc programme with the permission of the Teacher responsible.

Pre requisites: A solid knowledge of the role and functions of EU institutions is required.

Core syllabus: This course offers a theoretically informed study of the central political institutions and legal processes of EU government. Central theories of decision-making and legal theory within EU studies are considered. These are then applied to analyse the central political and legal relationships within the EU political system, so that students come away with an informed view of not just the balance of power, but also of the role of interests and ideas in the political institutions in Brussels and the European court system.

Teaching: 10 lectures and 10 seminars in MT, one lecture and one seminar in ST.

Essential preliminary reading: S Hix, *The Political System of the EU*; J Shaw, *Law of the European Union*.

Reading list: J Weiler, *The Constitution of Europe*; K Alter, *Establishing the Supremacy of EC Law*; J Weiler & G de Búrca, *The European Court of Justice*; M Westlake, *The Council of the European Union*; N Nugent, *The European Commission*; L Hooghe, *The European Commission and the Integration of Europe*; R Corbett, F Jacobs & M Shackleton, *The European Parliament*; A Kreppel, *The European Parliament and Supranational Party System*.

Assessment: One two-hour, written examination in the ST.

EU421 Half Unit

Policy-making in the European Union

This information is for the 2004/05 session.

Teacher responsible: Dr Eiko Thielemann

Availability: Option for MSc European Politics and Governance students. Option for students from other relevant MSc programme with the permission of the teacher responsible.

Pre requisites: A solid knowledge of the role and functions of EU institutions is required.

Core syllabus: This course offers the theoretically informed study of EU policy-making across a selection of key issue areas.

Content: The principal aim of the course is to provide a detailed knowledge of how national and EU institutions interact in European policy making. To achieve this the course is divided into two parts. The first introduces principal theories of policy making along three core policy dimensions: agenda setting, decision making and policy implementation. In the second part the conceptual insights gained will be used to analyse

a number of substantive policy areas. These will typically include: the single market, social and environmental policies, cohesion policies, Common Agricultural Policy, Economic and Monetary Union, Immigration and Asylum Policy and EU foreign policy.

Teaching: 10 lectures and 10 seminars in LT, one lecture and one seminar in ST.

Essential preliminary reading: S Hix, *The Political System of the EU*; H Wallace & W Wallace (Eds), *Policy-Making in the European Union*

Reading list: S S Andersen & K A Eliassen (Eds), *Making policy in Europe*; L Cram, *Policy-making in the European Union*; A Héritier, *Policy-making and diversity in Europe*; S Leibfried & P Pierson (Eds), *European Social Policy*; J J Richardson, *European Union: Power and Policy-making*; A M Sbragia (Ed), *Euro-politics*; B Steunenberg & F van Vught (Eds), *Political institutions and public policy*.

Assessment: One two-hour, written examination in the ST.

EU423 Half Unit

Greece and the European Union

This information is for the 2004/05 session.

Teachers responsible: Professor Kevin Featherstone, J205; Dr Spyros Economides, D709 and Dr Vassilis Monastriotis, S500.

Availability: Primarily for students taking MSc degrees in European Politics and Governance and European Political Economy, but open to students from other MSc degrees.

Core syllabus: The purpose of this course is to provide students with an analytical understanding of the relations that exist between Greece and the rest of the European Union, drawing on historical perspectives as well as on concepts from political science, international relations, and political economy.

Content: The idea of Greece in Europe and of Europe in Greece from the 19th century to the present; external intervention in domestic Greek politics; the process of Greece's accession to the European Union; 'Europeanisation' and domestic adaptation to membership in politics, the economy and society; the performance of Greece in the EU; current and future domestic challenges.

Teaching: One weekly two-hour seminar.

Reading: R Clogg, *A Concise History of Greece*; J Campbell & P Sherrard, *Modern Greece*, 1968; K R Legg & J M Roberts, *Modern Greece: A Civilization on the Periphery*, Westview Press; K R Legg, *Politics in Modern Greece*, 1969; N Mouzelis, *Modern Greece: Facets of Underdevelopment*, 1978; N Mouzelis, *Politics in the Semi-Periphery: Early Parliamentary and Late Industrialization in the Balkans and Latin America*, Macmillan, 1986; C M Woodhouse, *Modern Greece: A Short History*, 1991.

Assessment: One two-hour written examination in June.

EU429 Half Unit

Spain: Politics, Governance and Europe

This information is for the 2004/05 session.

Teacher responsible: Professor S Balfour, J316

Availability: For MSc European Politics and Governance, MSc Comparative Politics, MSc Nationalism and Ethnicity.

Core syllabus: This course will provide a critical introduction to the political process of the transition to democracy in Spain and the subsequent organisation and functioning of the new state in its national, European and international contexts.

Content: The fall of the Franco regime and the transition to democracy. Key features of the consolidation and organisation of the new democracy. Centre-periphery relations, the regional and national question, sub-state nationalism, terrorism, and the structure of meso-level government. The political and economic transformation of Spain since the 1980s and the impact of European integration. The decline of Socialist hegemony in the 1990s, the government of the Popular Party from 1996 to 2004 and the Socialist government since March 2004.

Teaching: 11 lectures and 11 seminars in the LT and two seminars in the first and second weeks of the ST.

Introductory reading list includes: Sebastian Balfour (Ed), *The Politics of Contemporary Spain* (2004); Raymond Carr & Juan Pablo Fusi, *Spain, Dictatorship to Democracy* (2nd edn), 1981; Richard Gunther, P Nikiforos Diamandouros & Hans-Jürgen Puhle (Eds), *The Politics of Democratic Consolidation: southern Europe in comparative perspective* (1995); Paul Heywood, *The Government and Politics of Spain* (1995); Paul Heywood (Ed), 'Politics and Policy in Democratic Spain: No Longer Different?' Special Issue, *West European Politics*, Vol 21 No 4, October 1998; José M Magone, *Contemporary Spanish Politics* (2004); Victor Pérez-Díaz, *The Return of Civil Society*, Cambridge, Mass., (1993).

Assessment: Two-hour unseen written examination in June.

EU430 Half Unit Europeanization: The Comparative Politics of Domestic Change

This information is for the 2004/05 session.

Teachers responsible: Professor K Featherstone and Dr K Goetz
Availability: MSc European Politics and Governance and other relevant programmes by agreement.

Core syllabus: An analytical understanding of the processes of domestic adjustment - in terms of institutional settings, policy processes and political behaviour - contingent on the participation (and prospective participation) of member states in the European Union. 'Europeanisation' has become an increasingly important focus in contemporary research, as parallel processes of convergence and divergence are apparent in the integration process and the relevance of distinct domestic settings is highlighted in this regard. This focus is increasingly relevant as the EU's activities shift to 'soft' mechanisms of coordination (such as benchmarking, peer review, the Open Method of Coordination) rather than conventional legislation.

Content: What is 'Europeanisation'? Historical meanings, contemporary usage and utility; the differing conceptualisations of Europeanisation in the context of the EU and their relationship to various schools within political science and IR; the empirical analysis of Europeanisation across regime types and policy sectors; Europeanisation and party system dynamics; Europeanisation and institutional adaptation; Europeanisation and the EU's periphery.

Teaching: One weekly two-hour seminar.

Reading list: K Dyson & K H Goetz (Eds), *Living with Europe: Germany and the Politics of Constraint*, Oxford University Press, (2003); K Featherstone & G Kazamias (Eds), *Europeanization and the Southern Periphery*, Frank Cass, (2001); K Featherstone & C Radaelli (Eds), *The Politics of Europeanization*, Oxford University Press, (2003); K Goetz & S Hix (Eds), *Europeanised Politics? European Integration and National Political Systems*, Frank Cass, (2001); M Green Cowles, J Caporaso & T Risse (Eds), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, Cornell UP; Y Meny, P Muller & J-L Quermonne (Eds), *Adjusting to Europe*, Routledge.

Assessment: One two-hour examination in ST.

EU440 Half Unit Greece and South-East Europe: Government, Economy and Foreign Policy

This information is for the 2004/05 session.

Teachers responsible: Dr S Economides, D709, Professor K Featherstone, J205, Dr V Dimitrov, K105 and Dr Vassilis Monastriotis, S500

Availability: For all relevant Master's programmes.

Core syllabus: An examination of Greece and South East Europe from a political economy and an international relations perspective, with particular emphasis on post-1989 developments.

Content: Historical Background; The Cold War as a Dividing Line; Greece and European Foreign Policy; Greece's Policy in the Balkans; Turkey and the EU; Disintegration of Yugoslavia; Transition to Market Economy and Democratic Transition in the Former Communist Countries of the Region; EU Enlargement and South-eastern Europe; Regional Co-operation.

Teaching: 10 Lectures (weekly, LT); 10 Seminars (weekly, LT).

Reading list: G Allison & K Nicolaidis (Eds), *The Greek Paradox*, MIT Press, 1997; I Banac, *The National Question in Yugoslavia*, Cornell University Press, 1984; D Barchard, *Turkey and the European Union*, Centre of European Reform, 1998; G Castellan, *A History of the Balkans*, Tr N Bradley, Columbia University Press, 1992; C Cviic, *Remaking the Balkans*, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), *Greece in a Changing Europe*, Manchester University Press, 1996; T Geshkoff, *Balkan Union: A Road to Peace in Southeastern Europe*, Columbia University Press, 1940; E Loewendal, *"Promises to Keep": The Reality of Turkish-EU Relations*, Action Centre for Europe, 1998; P Shoup (Ed), *Problems of Balkan Security: Southeastern Europe in the 1990s*, Wilson Centre Press, 1990; M Todorova, *Imagining the Balkans*, Oxford University Press, 1997; S Woodward, *Balkan Tragedy*, Brookings Institute, 1995.

Assessment: One two-hour written examination in June.

EU441 Half Unit The Political Economy of EU Enlargement

This information is for the 2004/05 session.

Teachers responsible: Mr Richard Bronk, J201 and Dr Waltraud Schelkle, J210

Availability: Option for MSc European Political Economy: Transition and for MSc European Political Economy: Integration; Option for MSc European Politics and Governance only with the permission of course convenor.

Core syllabus: The course examines the political economy aspects of EU enlargement from the perspective both of the EU and the accession countries.

Content: The course provides in-depth analysis of the issues arising in

the context of EU enlargement. While discussing the broader political and international relations background of EU enlargement, the course focuses on the policy response of the EU since 1989 to the transition in Central and Eastern Europe, and, in particular, on the process of accession to the EU for these transition countries. It analyses the costs and benefits of enlargement, the political economy dynamics of opposition to the process, and the implications of EU conditionality for the political and economic transition of applicant states. The course also analyses the political and economic adjustments necessary both in the EU and in the joining countries for facilitating enlargement. The analytical framework of the course draws on political economy concepts as well as those from the disciplines of economics, political science and international relations.

Teaching: 10 lectures and 10 seminars in the MT and one revision lecture and one seminar in the ST (first and second weeks).

Reading list: R Baldwin *et al.*, *The Costs and Benefits of Eastern Enlargement: The Impact on the EU and Central Europe* Economic Policy, 24, 1997; R Baldwin *et al.*, 'Nice Try' - Should the Treaty of Nice be Ratified? *Monitoring European Integration* 11, CEPR, 2001; P Bofinger, *The Political Economy of the Eastern Enlargement of the EU*, CEPR, 1234, 1995; R Bronk, *Commitment and Credibility - EU Conditionality and Interim Gains*, European Institute Working Paper, 2002; H Grabbe, *EU Conditionality and the acquis communautaire*, International Political Science Review, 23, 2002; M Lavigne, *The Economics of Transition, From Socialist Economy to Market Economy*, Macmillan, 1999; A Mayhew, *Recreating Europe. The European Union's Policy towards Central and Eastern Europe*, Cambridge, 1998; D Papadimitriou, *Negotiating the New Europe - The European Union and Eastern Europe*, Ashgate, 2002; W Wallace, *Looking after the Neighbourhood: Responsibilities for the EU-25*, Notre Europe, Policy Paper 4, 2003. A number of additional specialised texts will be recommended.

Assessment: One two-hour written examination in June.

EU442 The Political Economy of European Integration

This information is for the 2004/05 session.

Teacher responsible: Professor S Collignon, J202

Availability: Core course for MSc European Political Economy: Integration. Other masters' degree students may be admitted with the permission of the teachers responsible. A knowledge of basic economics is essential.

Core syllabus: An analysis of the process of European economic and monetary integration combined with a critical examination of EU macro economic policies and developments in the European economy.

Content: The first part gives an overview of the development of economic integration, its theories and common policies, the single market, CAP competition and cohesion policies, as well as the passage from Bretton Woods to the EMS to EMU. The second part deals with monetary integration, the set-up of the European Central Bank and monetary policy, the stability and growth pact and fiscal policy and problems of unemployment in Europe, external economic relations and the prospects for further integration.

Teaching: Lectures, (introductory core course) **Introduction to European Political Economy** EU4409.

Lectures, **The Political Economy of European Integration** EU442.1 20 (weekly MT, LT).

Seminars, **The Political Economy of European Integration** EU442.2 21 (weekly MT, LT, ST).

Reading list: S Collignon, *Monetary Stability in Europe*, Routledge, 2002; K Dyson & K Featherstone, *The Road to Maastricht: Negotiating Economic and Monetary Union*, New York: Oxford University Press, 1999; A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Cornell University Press, 1998; Paul de Grauwe, *The Economics of Monetary Union*, Oxford University Press, 2000.

Assessment: One three-hour written examination in June.

EU443 Half Unit European Models of Capitalism

This information is for the 2004/05 session.

Teacher responsible: Dr Robert Hancke

Availability: For MSc European Political Economy and where regulations permit.

Core syllabus: This course provides students with an in-depth understanding of the different models of European capitalism since the second oil shock. The central question which organises the course is why European integration, financial liberalisation, fifteen years or more of activist conservative as well as social-democratic governments in most European countries, and deliberate attempts at cross-national institutional borrowing have not led to a single European model of capitalism.

Content: The course consists of three parts. The first week is devoted to basic arguments and methodological considerations. Weeks 2-6 will treat a comparative analysis of the core issue areas in the political economy of contemporary capitalism. Weeks 7-9 will build on these thematic treatments to discuss the structure of and dynamics in the three main European models of capitalism. Week 10 will recapitulate by asking how

these different models react to new challenges. Early in the ST there will be two review sessions, on dates agreed between students and teachers.

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT).
Reading list: Peter A Hall & David Soskice (Eds), *Varieties of Capitalism: The institutional foundations of competitiveness*. Oxford University Press, 2001; Herbert Kitschelt, Peter Lange, Gary Marks & John Stephens (Eds), *Continuity and Change in Contemporary Capitalism*, Cambridge University Press, 1997; Colin Crouch & Wolfgang Streeck (Eds), *Political Economy of Modern Capitalism*, Francis Pinter, 1997.

Assessment: One two-hour written examination in June, in which two questions out of eight have to be answered.

EU444 Not available in 2004/05 Topics in European Economic Integration: Institutions and Politics of EMU

This information is for the 2004/05 session.

Teacher responsible: Dr Waltraud Schelkle, J210; Dr Robert Hancke, J209 and Professor Kevin Featherstone, J205.

Availability: Only available for students of MSc European Political Economy: Integration.

Core syllabus: Forms, together with EU442, the core course for MSc European Political Economy: Integration.

Content: This course will ask the following questions: how and why did the European Union develop the EMU project?; what is distinctive about the mode of governance for EMU?; what are the challenges for member states in adjusting to the discipline of the 'euro-zone'?; what issues arise for the EU in managing relations between member states in the euro-zone and those outside?

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT), one revision lecture and one seminar in ST (first and second weeks respectively).

Reading list: Essential preliminary reading; L Tsoukalis, *The New European Economy Revisited*, 3rd edn, Oxford University Press 1997; K Dyson & K Featherstone, *The Road to Maastricht*, Introduction, Oxford University Press, 1999; C Crouch (Ed), *After the euro*, Introduction, Oxford University Press, 2000.

Assessment: MSc Integration students will write a three-hour examination in June which covers both EU442 and EU444.

EU445 Half Unit The Integration of the European Political Economy

This information is for the 2004/05 session.

Teacher responsible: Professor S Collignon, J202

Availability: Recommended for students of MSc European Politics and Governance. Not available for MSc European Political Economy: Integration students.

Core syllabus: See syllabus for the MT topics of EU442.

Content: This course comprises the MT topics of EU442.

Teaching: Lectures, **The Political Economy of European Integration** EU442.1 20 (weekly MT).

Seminars, **The Political Economy of European Integration** EU442.2 21 (weekly MT).

Essential preliminary reading: S Collignon, *Monetary Stability in Europe*, Routledge, 2002; K Dyson & K Featherstone, *The Road to Maastricht: Negotiating Economic and Monetary Union*, New York: Oxford University Press, 1999; A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Cornell University Press, 1998; Paul de Grauwe, *The Economics of Monetary Union*, Oxford University Press, 2000.

Assessment: One two-hour written examination in June.

Pre requisites: A basic understanding of economic concepts is essential which is why the attendance of EU409 in MT is highly recommended.

EU446 Half Unit Patterns of Economic Integration in Europe: Institutions and Politics of EMU

This information is for the 2004/05 session.

Teacher responsible: Professor Kevin Featherstone, J205, Dr Robert Hancke, J209 and Dr Waltraud Schelkle, J210

Availability: Recommended for students of MSc European Politics and Governance and MSc European Political Economy: Integration. Other Master students may take this course with the permission of the teachers responsible. A basic understanding of economic concepts is essential which is why the attendance of EU409 in MT is highly recommended.

Core syllabus: The purpose of this course is to analyse the process of European monetary integration, with particular attention to the role of politics in this process, how the process changed institutional frameworks in the member-states, and how political-economic actors reorganized both in the run-up to EMU and after the introduction of the Euro.

Content: This course will ask the following questions: how and why did the European Union develop the EMU project?; what is distinctive about the mode of governance for EMU?; what are the challenges for member

states in adjusting to the discipline of the 'euro-zone'?; what issues arise for the EU in managing relations between member states in the euro-zone and those outside?

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT), one revision lecture and one seminar in ST (first and second weeks respectively).

Reading list: Essential preliminary reading; L Tsoukalis, *The New European Economy Revisited*, Introduction, 3rd edn, Oxford University Press 1997; K Dyson & K Featherstone, *The Road to Maastricht*, Introduction, Oxford University Press, 1999; C Crouch (Ed), *After the euro*, Introduction, Oxford University Press, 2000.

Assessment: Students write a two-hour examination in June.

EU450 European Union: Contemporary Issues

This information is for the 2004/05 session.

Teacher responsible: Maurice Fraser

Availability: Compulsory for all European Institute MSc and PhD students.

Core syllabus: A programme is fixed at the start of each term.

Content: Major current issues of politics and public policy in the EU and its member states. Regular visiting speakers.

Teaching: 15 lectures/seminars, EU450, (fortnightly MT, weekly LT).

Assessment: There is no examination for this course.

EU451 Post Communist Politics and Policies

This information is for the 2004/05 session.

Teachers responsible: Professor D Lieven, L102, Professor M Light, D411 and Dr G Sasse, J207

Availability: Recommended to students taking the MSc Russian and Post-Soviet Studies or the MSc European Political Economy: Transition and students taking the MSc option in **Soviet and Post-Soviet Foreign Policy**, IR425.

Core syllabus: A programme is fixed at the start of each term.

Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Eastern Europe and elsewhere.

Teaching: 20 seminars, EU451, (weekly, MT, LT).

Assessment: There is no examination for this course.

EU499 Dissertation

This information is for the 2004/05 session.

Teachers responsible: MSc Programme Convenors.

Content: MSc European Political Economy: Transition, MSc European Political Economy: Integration and MSc European Politics and Governance students are required to write a 10,000-word Dissertation (including footnotes and Appendices) on a topic within the field of European political economy/European politics approved by the student's supervisor. The Dissertation need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Students are strongly advised to attend the EU410 lectures on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the European Institute Handbook for Master's degree students.

GI400 Gender Theories in the Modern World: an Interdisciplinary Approach

This information is for the 2004/05 session.

Teacher responsible: Dr C Hemmings, B509

Availability: This is a compulsory course for students on the MSc Gender, MSc Gender (Research), MSc Gender, Development and Globalisation, MSc Gender and Social Policy and MSc Gender and the Media.

Core syllabus: The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender relations as a basis for case study evaluation and research.

Content: This is a full unit. It begins with a review of the formative influences on the development of gender theory, including the sex/gender and nature/culture distinctions, 'race'/whiteness, psychoanalysis, sexualities, masculinities, postmodernism/discourse theory, and queer theory. The course includes a number of sessions on gender, culture and global feminism, addressing issues of cultural relativism, human rights, and multiculturalism. The course considers the impact of gender analysis on key areas of social science investigation, usually including political representation, gender and the media/popular culture, gender at work.

Teaching: The course is taught in 20 x one-and-a-half hour sessions (GI400) plus 20 x one-hour seminars. It is divided into blocks of discipline-oriented

lectures and linked seminars. In addition there will be four weekly x two-hour student-led dissertation workshops with specific themes in the LT, which are compulsory for all Gender Institute programmes.

Reading list: The following are recommended readings. A comprehensive reading list will be handed out at induction. C Bulbeck, *Re-Orienting Western Feminisms: Women's Diversity in a Postcolonial World*, Cambridge, (1998); J Butler, *Gender Trouble*, Routledge, New York & London (1999); I Grewal & C Kaplan (Eds), *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*, Minneapolis Press (1994); P Hill Collins, *Black feminist thought: knowledge, consciousness, and the politics of empowerment*, Unwin Hyman (1990); N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso (1994); M MacDonald, *Representing Women*, Arnold (1997); C T Mohanty, A Russo & L Torres, *Third World Women and the Politics of Feminism*, Indiana, 1991; U Narayan, *Dislocating Cultures: Identities, Traditions and Third World Feminism*, Routledge, 1999; L Nicolson (Ed), *Feminism/Postfeminism*, Routledge, New York (1990); J Squires, *Gender in Political Theory*, Polity Press (1999); L Van Zoonen, *Feminist Media Studies*, Sage (1995); S Watson & L Doyal (Eds), *Engendering social policy*, Open University Press (1999); I Whelehan, *Overloaded: popular culture and the future of feminism*, The Women's Press (2000); N Yuval-Davis, *Gender and Nation*, Sage (1997).

Assessment: One two-hour written examination (50%) and two essays, each of not more than 3,000 words (20% and 30% respectively).

GI402 Half Unit

Gender: Epistemology & Research Methodology

This information is for the 2004/05 session.

Teacher responsible: Dr C Hemmings, B509

Availability: This is a compulsory component for MSc Gender (Research) and is recommended for MSc Gender, Gender MPhil/PhD students in the first year of registration but also available to other suitably qualified students.

Core syllabus: The course aims to enable students: to explore key questions of knowledge, research practice and interpretation in the analysis of gender relations; to identify the epistemological and methodological approaches appropriate to particular research questions; to highlight shifts in research practice within gender studies, particularly in relationship to postmodernism; to explore ethical issues inherent in research undertaken from a gendered perspective, and particularly those of location and reflexivity; to prepare students for the researching and writing of their dissertations/theses, and provide practical examples of working through research problems.

Content: The course itself traces the challenges to epistemological, methodological and interpretative frameworks that have come from within gender studies, and research focusing on gender. The focus will be explicitly interdisciplinary with the intention of marking out what is distinctive about feminist research. The course will be divided into two parts:

Part One: Histories and Theories of Feminist Knowledge examines claims for a specifically gendered knowledge in research, and highlights the questions about this raised by black, post-modern and postcolonial feminist theorists.

Part Two: Issues in Methodology explores debates in the practice of feminist research, with a particular focus on how the approaches in part one translate into the research field. Students will also be introduced to the variety of feminist research methods and develop the skills for assessing the appropriate methodological approach to a given research project.

Teaching: 10 x two-hour introductory lectures and discussion; 10 x one-hour workshops focusing on practical application of issues to students' own work.

Reading list: L Alcoff & E Potter (Eds), *Feminist Epistemologies*, Routledge, New York (1993); Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, Routledge, New York (2000); Mary Margaret Fonow & Judith A Cook (Eds), *Beyond Methodology: Feminist Scholarship as Lived Experience*, Indiana University Press (1991); Sandra Harding (Ed), *Feminism and Methodology: Social Science Issues*, OUP and Indiana University Press (1987); M Maynard & J Purvis (Eds), *Researching Women's Lives from a Feminist Perspective*, Taylor and Francis, London (1994); Uma Narayan & Sandra Harding (Eds), *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*, Sage (2000); Caroline Ramazanoglu & Janet Holland, *Feminist Methodology: Challenges and Choices*, Sage (2002).

Assessment: 50% written Assessment (research proposal and choice of essay or methodology review) to be submitted at the beginning of LT, and 50% coursework.

GI403 Half Unit

Gender and the Media

This information is for the 2004/05 session.

Teacher responsible: Dr R C Gill, B508

Availability: This course is a half unit, which is available to all suitably qualified students. It is especially recommended to those students on MSc Gender and is a compulsory course for students on MSc Gender and

the Media.

Core syllabus: This course aims to enable students: to apply a range of theoretical and methodological approaches to the study of the media; to think critically about representations of gender in a range of different media; to examine changing representations of gender in the context of wider social changes and to think critically about questions concerning the interpretation and use of different media and their products.

Content: The course uses examples, mainly drawn from Anglo-American media, to examine key issues and controversies in theories of the gender-media relation, concerning representation, audiences and cultural politics eg how useful are the notions of objectification and ideology for understanding contemporary advertising? A variety of theories are discussed, including Marxism, feminisms, postmodernism, semiotics and psychoanalysis.

Teaching: 10 x three-hour integrated lectures and seminars. Students are expected to carry out directed readings, and to maintain familiarity with contemporary UK media.

Reading list: I Whelehan, *Overloaded: Popular culture and the future of Feminism*, The women's press, London (2000); L Van Zoonen, *Feminist Media Studies*, Sage (1994); M MacDonald, *Representing Women: Myths of Femininity in Popular Media*, Edward Arnold (1995); S Cohan & I R Hark (Eds), *Screening the Male: Exploring Masculinities in Hollywood Cinema*, (chapters by Neale, Wiegman, Fuchs) Routledge (1993); J Stacey, *Star Gazing: Hollywood Cinema and Female Spectatorship*, Routledge (1994); M Meyers, *Mediated Women. Representations in Popular Culture* Hampton Press, NJ (1999); A Hall, *Delights, Desires and Dilemmas: Essays on Women and the Media*, Praeger, London (1998).

Assessment: One assessed essay of not more than 3,000 words to be submitted at the beginning of the LT (50%), and one two-hour unseen examination in June (50%).

GI405 Half Unit

Rethinking the Sexual Body: Theories, Cultures and Practices

This information is for the 2004/05 session.

Teachers responsible: Dr R C Gill, B508 and Dr C Hemmings, B509

Availability: The course will run as part of the Gender Institute's master programmes, but will also be available to students from other masters or PhD programmes who can provide evidence of prior knowledge of gender theory.

Core syllabus: The purpose of this course is to provide a forum for students to consider the relationship among bodies, genders and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites (examples above) where those theoretical approaches become material, are negotiated or shifted. In addition theoretical or cultural histories of terms, approaches and cultural forms will be given where appropriate with particular attention to the historical slippage among racial, sexual and classed bodily signs. The course is a fully interdisciplinary innovation, which emphasises the links rather than differences between theory and practice, reality and fantasy; and between cultural, material and historical approaches to the body, gender and sexuality.

Content: Feminist theory has long understood the relationship between the sexed body, gender and sexuality as central to its theoretical, epistemological and political practice. Thus second wave feminist theorists have argued that gender is socially constructed, heterosexuality is a compulsory institution, and the sexed body is either the ground of these discourses, or discursively produced in turn. The advent of post-structuralist approaches in particular, has suggested that the body and sexuality, as well as gender, are social and politically constrained and reproduced. These debates take place in a variety of different contexts, and with a range of 'objects', and are in turn modified by those contexts. Thus feminist concerns over reproductive rights raise questions about the role of medical institutions in shaping contemporary sexuality and the status of a mother's body. Questions of HIV/AIDS raise concerns over moral and social regulation of sexual practices and the integrity and boundaries of the body. And transsexual surgery and body modifications such as tattooing and piercing suggest fluidity of both sexuality and the sexed body itself.

Teaching: Teaching: two-hour integrated lecture/seminar.

Reading list: K Davies, *Embodied Practices: Feminist perspectives on the body*, Sage (1997); J Ussher, *Body Talk: the Material and Discursive Regulation of Sexuality, Madness and Reproduction*, Routledge (1997); L Bland & L Doan, *Sexology in culture: labelling bodies and desires*, Polity (1998); L A Stoler, *Race and the Education of Desire*, Duke University Press (1995); C Waldbay, *AIDS and the body politic biomedicine and sexual difference*, Routledge, New York (1996); G Chauncey, *Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940*, Basic Books, New York (1994); J Prosser, *Second Skins: the Body Narratives of Transsexuality*, Columbia University Press (1998); D Marks, *Disability: Controversial Debates and Psychosocial Perspectives*, Routledge (1999); M Featherstone, *Body Modification*, Sage (2000); K Davies, *Reshaping the Female Body. The dilemma of cosmetic surgery*, Routledge, New York (1995); J Holland, C Ramazonoglu et al, *The Male in the Head:*

Young People, Heterosexuality and Power, The Tufnell Press (1998).

Assessment: One assessed essay to be submitted at the at the beginning of the ST (50%), and one two-hour unseen examination in June (50%).

GI406 Half Unit Not available in 2004/05

Feminist Political Theory

This information is for the 2004/05 session.

Teacher responsible: Professor A Phillips, B505

Availability: For MSc Political Theory, MSc Gender, MSc Gender and Development, MSc Gender and the Media, MSc Gender and Social Policy. Other graduate students may attend by permission.

Core syllabus: This course discusses approaches and issues in feminist political theory, focusing particularly on the relationship between feminism and liberalism.

Content: Topics likely to be addressed include: liberalism as the new patriarchy; individualism and autonomy; justice versus care; feminist models of democracy and political representation; embodied identity and the politics of difference. Issues considered are likely to include abortion, pornography and multiculturalism.

Teaching: 10 lectures/seminars in the LT.

Reading list: A detailed list will be handed out at the beginning of the course. The following is an indicative list: J Squires, *Gender in Political Theory*; A Phillips (Ed), *Feminism and Politics*; W Brown, *States of Injury*; S Moller Okin, *Justice, Gender and the Family*.

Assessment: Two-hour unseen written examination in June.

GI499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Programme Director of Relevant Programme and other Gender Institute staff.

Availability: Compulsory for those on MSc Gender, MSc Gender (Research), MSc Gender & The Media, MSc Gender, Development & Globalisation, and if supervised in the Gender Institute, MSc Gender & Social Policy.

Core syllabus: The dissertation may be on any approved topic within the field of the MSc programme studied.

Teaching: Students will be assigned supervision in January after the submission of a two line topic early in the Lent term. There will be four compulsory workshops in the Lent term, weeks 2-5, supplemented by individual supervision. Students will submit a detailed research proposal on the first day of the summer term for approval.

Assessment: 100% Dissertation. Three copies of the Dissertation must be submitted on 1st September. They must not exceed the 10,000-12,000 word limit (10,000-15,000 words for MSc Gender and the Media). They must be word processed and be fully referenced using a recognised citation system.

GV403 Half Unit

Network Regulation

This information is for the 2004/05 session.

Teachers responsible: Dr M Thatcher, K305 and Dr Martin Lodge, L309

Availability: Priority will be given to students on MSc Public Policy and Administration and MSc Regulation

Core syllabus: The course explores analytic issues in network regulation from a generic and comparative perspective. The course explores in cross-sectoral and cross-national perspective the regulation of utilities (in particular telecommunications, electricity, gas, water and railways), covering issues such as privatisation and ownership, regulatory reform in the comparative context of several countries, as well as regulation in the context of regional integration. The course considers generic themes in network regulation, such as the rationale for regulatory agencies, as well as the linkages and trade-offs between issues of liberalisation, universal service and security of supply.

Content: Topics include: The nature of utilities and network service and the rationale for regulation; processes and styles of privatisation and regulatory reform in cross-national and cross-sectoral perspective in the context of developed and lesser developed countries; network regulation and development; the design of regulatory regimes.

Teaching: 10 weekly two hour seminars in LT in a variable format: Two revision sessions in ST.

Written work: All students are expected to submit two non-assessed essays

Reading list: D Newberry, *Privatisation, Restructuring and Regulation of Network Utilities*, MIT Press (2000); R Baldwin & M Cave, *Understanding Regulation*, OUP (1999); D Helm & T Jenkinson, *Competition in Regulated Industries*, Oxford University Press (1998); T Prosser, *Law and The Regulators*, OUP, 1997; C D Foster, *Privatization, Public Ownership and the Regulation of Natural Monopoly*, Blackwell, 1992; C Veljanovski, *Selling the State*, Weidenfeld and Nicolson, 1987; M Bishop, J Kay & C Mayer, *Privatization and Economic Performance*, OUP, 1995; M Armstrong, S Cowan & J Vickers, *Regulatory Reform*, MIT Press, 1994; C Hood,

Explaining Economic Policy Reversals, Open University Press, 1994; M Thatcher, *The Politics of Telecommunications*, Oxford University Press 1999.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the first week of the summer term following the conclusion of the course.

GV405 Half Unit

Methods in Political Theory - Seminar

This information is for the 2004/05 session.

Teacher responsible: Dr Christian List, L100

Availability: Compulsory for all MSc Political Theory students, available to other Politics MSc students subject to space and with prior consent of the MSc Political Theory course director.

Core syllabus: The nature of political theorizing.

Content: This course provides an introduction to methodological issues and controversies relevant to political theorizing. The course consists of three parts: (i) Logic, argumentation and inference, (ii) science and social science, (iii) normativity and values. In the first part, students will be introduced to key logical concepts, such as consistency and validity of arguments, and to different forms of inference, including basic probabilistic concepts relevant to the understanding of scientific inference. In the second part, students will be introduced to some basic issues in the philosophy of science and social science, such as the nature of explanations and theories, the concept of truth in science and social science, the controversies between realist and instrumentalist accounts of science, and to some examples of social science paradigms, including rational choice theory. In the third part, students will be introduced to methodological issues that are specific to moral and political theorizing, such as basic meta-ethics, the nature of values and norms, the controversies between universalism and relativism, the idea of reflective equilibrium, and the role of political theory and its connection to the rest of political science.

Teaching: The course meets for 12 two-hour seminars in the MT, LT and ST.

Reading list: Mark Sainsbury, *Logical Forms: An Introduction to Philosophical Logic*; Michael Martin & C Lee McIntyre (Eds), *Readings in the Philosophy of Social Science*; Michael Smith: *The Moral Problem*

Assessment: One two-hour written unseen examination in the ST.

GV408 Half Unit

Contemporary Disputes about Justice

This information is for the 2004/05 session.

Teacher responsible: Professor Paul Kelly, L210

Availability: For MSc Political Theory. Students from other programmes may take this course, subject to space.

Content: A critical analysis of the debates about justice following the publication of John Rawls's *A Theory of Justice* in 1971. Topics: global justice, justice between generations, communitarianism and libertarianism amongst others.

Teaching: 10 two-hour seminars in the LT and two two-hour revision seminars in the third and fourth weeks of the ST.

Reading list: W Kymlicka, *Contemporary Political Philosophy*; J Rawls, *A Theory of Justice*; M Walzer, *Spheres of Justice*; A MacIntyre, *Whose Justice? Which Rationality?*

Assessment: Two-hour unseen written examination in the ST.

GV412 Half Unit

Methods and Controversies in the History of Political Thought: the Continental Tradition

This information is for the 2004/05 session.

Teacher responsible: Professor J Coleman, L204

Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.

Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians.

Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Written work: Students are expected to write two essays.

Reading list: The texts discussed vary from year to year but may include works by Hegel, Marx, Nietzsche, M Weber, Mannheim, Koselleck, Gadamer and Foucault. A reading list of primary texts to be discussed and

critical commentaries will be handed out at the beginning of the course.
Assessment: The examination will take place in the ST and will consist of a formal and unseen two-hour paper.

GV413 Half Unit Not available in 2004/05
Methods and Controversies in the History of Political Thought: the Anglo-American Tradition
This information is for the 2004/05 session.

Teacher responsible: Professor J Coleman, L204
Availability: For MSc Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.
Core syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by British and American philosophers and historians.
Content: The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical, scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law etc.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.
Reading list: The texts discussed vary from year to year but may include works by: Collingwood, Oakeshott, Skinner, Butterfield, Bury, Gallie, P Burke, Pocock, Passmore, Rorty, Hexter, Dray, Popper, Lovejoy, Kuhn, Macpherson, Minogue, Coleman etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.
Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV414 Half Unit Not available in 2004/05
Greek Political Theory: Thought and Action in Plato's Political Theory
This information is for the 2004/05 session.

Teacher responsible: Professor J Coleman, L204
Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.
Core syllabus: The course will be concerned with the following themes: the trial and death of Socrates, Socratic method, the Sophists, Platonic epistemology, nature and convention, the idea of *techné*, attitudes to education, punishment, freedom, virtue, rationality, friendship, law, justice and equality.
Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Plato's philosophy.
Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students are expected to write two essays.
Reading list: The texts to be discussed will be: Plato, *Apology of Socrates, Crito, Protagoras, Gorgias, Republic, Timaeus, Laws*. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. J Coleman, *A History of Political Thought from Ancient Greece to early Christianity* (Blackwell, 2000) should be useful.
Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV415 Half Unit
Greek Political Theory: Thought and Action in Aristotle's Political Theory
This information is for the 2004/05 session.

Teacher responsible: Professor J Coleman, L204
Availability: For MSc Political Theory and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.
Core syllabus: The course will be concerned with the following themes: Aristotle's teleology (in relation to that of Plato), *eudaimonia* (human happiness and well-being), the virtues, universal and particular justice, friendship, political engagement in relation to philosophical contemplation, attitudes to education, punishment, law, freedom, rationality, merit and equality, and Aristotelian epistemology.
Content: The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Aristotle's philosophy.
Teaching: 10 seminars in the LT and two seminars in the first two weeks of the ST.

Written work: Students are expected to write two essays.
Reading list: The texts to be discussed will be: Aristotle, *Nicomachean Ethics* and *Politics*, with reference to the *De Anima*, and some of the logical and rhetorical works. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought from Ancient Greece to early Christianity* (Blackwell, 2000) should be useful.
Assessment: The examination will take place in the ST and will consist of a formal and unseen two-hour paper.

GV418 Half Unit
Political Thinking in Britain at the end of the Twentieth Century
This information is for the 2004/05 session.

Teacher responsible: Professor R Barker, K100
Availability: For MSc Political Theory and other MSc students, by permission of the teacher responsible.
Core syllabus: Continuities and discontinuities in political thinking at the end of the 'short twentieth century'.
Content: The relative fortunes of socialism, conservatism, liberalism and feminism and the relevance of distinctions between left and right.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.
Written work: Students will write two essays.
Reading list: Rodney Barker, *Political Ideas in Modern Britain in and After the Twentieth Century*, Rodney Barker, *Politics, Peoples, and Government: Themes in British Political Thought Since the Nineteenth Century*; Raymond Williams, *Culture and Society, 1780-1950*; W H Greenleaf, *The British Political Tradition, The Ideological Heritage*; Andrew Gamble, *An Introduction to Modern Social and Political Thought*; Roger Eatwell & Anthony Wright (Eds), *Modern Political Ideologies*; Michael Freeden, *Ideologies and Political Theory*. (A full reading list and seminar programme will be available on WebCT.)
Assessment: Two-hour unseen written examination in the ST.

GV425 Half Unit
Legitimation and Government
This information is for the 2004/05 session.

Teacher responsible: Professor R Barker, K100
Availability: For MSc Political Theory. Other graduate students may follow this course with permission from the teacher responsible.
Core syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification.
Content: Legitimacy and legitimation. The historical activity of legitimation. Political science, legitimation, and legitimacy. The use, scope, and function of a theory of legitimation. Identification. Legitimation as an activity of government. Elites and government. Subjects and citizens, democracy and legitimation. Rebels and vigilantes.
Teaching: 12 seminars, 10 in the MT, two in the first and second weeks of the ST.
Written work: Students will write two essays.
Reading list: Rodney Barker, *Legitimizing Identities: the self-presentations of rulers and subjects* (Cambridge, 2001); Rodney Barker, *Political Legitimacy and the State* (Oxford, 1990); David Beetham, *The Legitimation of Power* (London, 1991); William Connolly (Ed), *Legitimacy & the State* (Oxford, 1984). (A full reading list and seminar programme will be available on WebCT.)
Assessment: Two-hour unseen written examination in the ST.

GV427 Half Unit
Democracy and Democratization in East and South Asia
This information is for the 2004/05 session.

Teacher responsible: Dr C Lin, L202 (on leave 2004/2005) and Dr Eva-Maria Nag
Availability: Primarily for MSc Comparative Politics and MSc Development Studies. Available to MSc Global History, MSc Politics and Communication and MSc Nationalism and Ethnicity. However, this course is capped and will be limited to one seminar group only.
Core syllabus: Recent political developments in East and South Asia: how the idea of democracy has been contested and evolved in the region and in some cases oriented social changes to regime transformation.
Content: Historical and international stimuli and obstacles to democracy and democratisation in the region. Development and democracy; modernisation and democratisation as non-parallel developments. Alternative and diverse Asian paths to political modernity. Democracies compared: Japan and India; the experiences of formal democracy or democratic transition in the Asian NICs. Debates over cultural nationalism, authoritarianism and, human rights. Transformation of Communism in

China, Vietnam, and North Korea. The politics of ethnicity, religions and ideologies. Postcolonial nation-building and post-cold war institutional choices. Changing faces of nationalism and Asian regional order in globalisation and world politics.
Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST. A 30-minute lecture at the beginning of each seminar.
Written work: Students are required to write two course essays, each around 1,500 words.
Reading list: D A Bell et al, *Towards Illiberal Democracy in Pacific Asia* (1995); M Chadha, *Building Democracy in South Asia* (2000); S Charlton, *Comparing Asian Politics: India, China, and Japan* (1997); A Chan et al, *Transforming Asian Socialism* (1999); C Johnson, *Japan: Who Governs?* (1995); M Leifer (Ed), *Asian Nationalism* (2000); D Potter et al (Eds), *Democratization* (1997); L Pye, *Asian Power and Politics* (1985).
Assessment: Two-hour unseen written examination in the ST (100%).

GV432 Half Unit Not available in 2004/05
Government and Politics in China
This information is for the 2004/05 session.

Teacher responsible: Dr C Lin, L202
Availability: For MSc Comparative Politics. Students from other MSc programmes are welcome to take the course with the permission of the teacher responsible.
Core syllabus: Historical background and nature of current economic, social and political transformation in Communist China and rival theoretical explanations for the change in the context of the contested processes of globalisation.
Content: Often in comparison with other post communist societies, other Asian states and other developing countries, discussions of China will cover the following topics: Historical and international contexts including geography and demography, geopolitics and market integration; allocation of central and local state power, bureaucracy as tradition and as invention; social structure and organisation; citizenship and its ethnic, class and gender dimensions; ideology, political culture, and the questions of democracy and human rights; "one country, multiple systems"; cultural and political nationalism; political economy and development; modernity and modernisation.
Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST. A 30-minute lecture at the beginning of each seminar.
Written work: Students are required to write two course essays, each around 1,500 words.
Reading list: D Solinger, *China's Transition from Socialism* (1993); M Meisner, *The Deng Xiaoping Era* (1996); P Nolan, *China's Rise, Russia's Fall* (1995); B Naughton, *Growing Out of the Plan* (1996); J Unger (Ed), *Chinese Nationalism* (1996); S Shirk, *The Political Logic of Economic Reform in China* (1993); W Tang & W Parish, *Chinese Urban Life Under Reform* (2000); R Weatherly, *The Discourse of Human Rights in China* (1999).
Assessment: Two-hour unseen written examination in the ST.

GV436 Half Unit
National and Ethnic Conflict Regulation
This information is for the 2004/05 session.

Teacher responsible: Dr S Bose, L208
Availability: All students, including those registered for the MSc in Comparative Politics in the Government Department, who wish to take this course must apply for enrolment via email with the MSc Programme Manager, (email: Govt_MSc_Admin@lse.ac.uk) by the end of the second week of the MT. They must state the MSc programme they are taking, their reasons for wishing to take the course, and their background in the field if any. They will be informed quickly of the decision. This is a high-demand course so enrolment cannot be guaranteed. Priority will be given in the first instance to MSc Comparative Politics students and then to other Government Department students, and students from other departments will be accommodated subject to space.
Core syllabus: This course examines the range of strategies available to states and political elites seeking to regulate national and ethnic conflict. It explores when particular strategies are employed, and under what conditions they are likely to 'succeed'. The literature drawn upon is primarily empirical political science but also includes political philosophy, policy analysis, international law and political sociology. The course materials are online on WebCT, the LSE's electronic teaching and learning system.
Content: A survey of 10 strategies of eliminating or democratically managing cultural, ethnic and ethno-national difference and conflict: genocide, expulsion, partition, secession, integration and assimilation, hegemonic control, devolution/autonomy and federalism, consociationalism, electoral design, and language policy. The topic for each week is approached with reference to multiple case studies.
Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST. The first meeting is a set-up and introductory session, and the last a revision session.
Requirements: Students are required to make two seminar presentations, and write two 1,500-word essays, due in weeks five and 10 of the LT.

Reading list: D Horowitz, *Ethnic Groups in Conflict*; A Lijphart, *Democracy in Plural Societies*; J McGarry & B O'Leary, *The Politics of Ethnic Conflict Regulation*; J Montville, *Conflict and Peacemaking in Multiethnic Societies*; C Taylor, *Multiculturalism and the Politics of Recognition*; W Kymlicka, *Multicultural Citizenship*; A Cassese, *The Self-Determination of Peoples*; T Gurr, *Minorities at Risk*.
Assessment: Two-hour unseen written examination in the ST.

GV437 Half Unit
Politics and Policy in Latin America
This information is for the 2004/05 session.

Teachers responsible: Professor G Philip, K205 and Mercedes Hinton
Availability: For MSc Comparative Politics, MSc Comparative Politics (Latin America), MSc Development Studies and others. This course is capped.
Pre requisites: Students should have already attended either GV467 or GV443.
Core syllabus: The relationship between history, politics and the making of economic policy in Latin America.
Content: The course considers the relationship between politics and policy making in four countries. These are Argentina, Brazil, Venezuela and Mexico. The course will consider the way in which the political systems in these countries have been shaped by their various histories and also at policymakers' efforts to combine successful economic policymaking with democratic government.
Teaching: 10 lectures and seminars in the LT and one seminar in the third week of the ST.
Reading list: J Corrales, *Presidents without Parties. The Politics of economic reform in Argentina and Venezuela in the 1990s*; K Weyland, *The Politics of Market Reform in Fragile Democracies: Argentina, Brazil, Peru and Venezuela*; G Philip, *Democracy in Latin America: surviving conflict and crisis?*; R Camp, *Politics in Mexico*; J Buxton, *The Failure of Political Reform in Venezuela*.
Assessment: One two-hour unseen written examination in the ST.

GV438 Half Unit
Religion and Politics
This information is for the 2004/05 session.

Teacher responsible: Mr J Madeley, K304
Availability: Students registered for MSc Comparative Politics and MSc European Politics and Governance. Available in other MSc programmes subject to space and with prior approval of the course co-ordinator. This course is capped.
Core syllabus: The aim of this MSc course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns of relationship between 'church and state'/religion and politics. The primary - but by no means exclusive - focus is upon the analysis of these issues as they have arisen in the West across time.
Content: The course begins with an examination of some general propositions, then moves to a brief comparative survey of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and their characteristic orientation to the polity. The development of diverse institutional patterns among the Abrahamic religions (Judaism, Islam and the various branches of Christianity) is then reviewed more intensively. Two case studies (the Northern Ireland conflict and the Iranian Revolution) are treated at some length in order to illuminate the connections between religion on the one hand and ethnic conflict and Islamist revolution respectively on the other. The final part of the course focuses on the political impact of the religious factor in the modern era, from the periods of the Reformation and French Revolution, through the formation of party systems and on to the recrudescence of ethno-religious conflicts, the impact of 'fundamentalism' and the purported emergence of a 'new politics' in the late twentieth century.
Teaching: Starting at the beginning of the Lent term, 10 one-hour lectures (GV438.1) and 12 one-and-a-half-hour seminars (GV438.2); Introduction and set-up session, 10 seminars, plus revision sessions.
Course work: Students will be required to make topic presentations and write two essays.
Reading list: J Haynes, *Religion in Global Politics*; E Gellner, *Postmodernism, Reason and Religion*; D Martin, *A General Theory of Secularisation*; G Lewy, *Religion and Revolution*; S Berger (Ed), *Religion in West European Politics*; G Moyser (Ed), *Religion and Politics in the Modern World*; D Hanley (Ed), *The Christian Democratic Parties*; J Casanova, *Public Religions in the Modern World*.
Assessment: Two-hour unseen written examination in the ST.

GV439 Half Unit
Government and Politics in Eastern Europe
This information is for the 2004/05 session.

Teacher responsible: Dr V Dimitrov, L303
Availability: For MSc Comparative Politics, MSc Russian and Post-Soviet Studies, and MSc European Politics and Governance. Available to MSc European Political Economy: Transition, MSc European Political Economy:

Integration with the permission of the teacher responsible.

Core syllabus: The course provides a critical assessment of the development of democracy in post-communist Eastern Europe, with an analysis of institutional structures, party systems, economic transition and ethnic problems. The course concludes by examining the impact of European integration.

Content: Constitution-making and the development of democratic party systems. Economic Transition; policy choices and strategies. Nationalism and ethnic conflict. The construction of a social welfare state. The development of public administration. Integration with the European Union and NATO.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST, optional attendance at the undergraduate lectures (GV352). Students are advised to familiarise themselves with both the LSE Library and the library of the School of Slavonic and East European Studies.

Written work: Students are required to produce two word-processed essays.

Reading list: R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn, 1997; A Przeworski, *Democracy and the Market*; G Schopflin, *Politics in Eastern Europe*; K Smith, *The Making of EU Foreign Policy: The Case of Eastern Europe*; S White, J Batt & P Lewis (Eds), *Developments in Central and East European Politics 3*, 2003; S Whitefield, *The New Institutional Architecture of Eastern Europe*.

Assessment: Two-hour unseen written examination in the ST.

GV441 Half Unit

The State and Prosperity

This information is for the 2004/05 session.

Teacher responsible: Dr E Ringmar, K309

Availability: For MSc Comparative Politics. Also available to MSc Public Policy and Administration and MSc Development Studies students. Other students can take the course with the approval of Dr Ringmar.

Core syllabus: To introduce politics students to basic economic theory; to discuss the limits of markets, review contemporary discussions regarding the role of the state in the economy; provide a comparison of state intervention in different political settings and historical contexts.

Content: Comparative political economy. Examination of case studies, the relevance and validity of prominent arguments for and against state intervention in the economy.

Teaching: One two-hour seminar per week in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: Robert Kuttner, *Everything for Sale* (1997); A Smith, *The Wealth of Nations* (1776); K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (1944/1975); G Esping-Andersen, *The Three Worlds of Welfare Capitalism* (1990); C Johnson, *MIT and the Japanese Miracle: The Growth of Industrial Policy* (1975); David Coates, *Models of Capitalism* (2000).

Assessment: Compulsory written work and a two-hour examination in the ST.

GV442 Half Unit

Globalization and Democracy

This information is for the 2004/05 session.

Teachers responsible: Professor David Held and Dr Mathias Koenig-Archibugi

Availability: Students on the MSc Global Politics and MSc Comparative Politics are guaranteed access. Optional course for MA/MSc History of International Relations. Other graduate students may follow this course with permission.

Core syllabus: The contemporary debate about globalisation raises profound questions about the changing nature and form of politics today. This course examines the debate, setting out the meaning of globalisation, and exploring its impact on democratic and democratizing nation-states. The focus of the course is historical and comparative.

Content: The course covers the following topics: 1) the debate about the relationship between various aspects of globalization and democracy; 2) the effect of the system of sovereign states on domestic democracy; 3) the role of international law and organizations; 4) the implications of global civil society - NGOs and transnational advocacy networks; 5) the impact of international trade and financial flows; 6) the impact of transnational companies; 7) global migration and its impact on state sovereignty and democratic citizenship; 8) the relationship between international economic integration, global inequality, and global community; 9) the meaning, feasibility and desirability of global democracy.

Teaching: 10 seminars in the MT and two in the ST.

Written work: Students will produce two essays, one of which may be based on their class presentation.

Reading list: D Held & A McGrew (Eds), *The Global Transformations Reader*, 2nd edn, Polity Press, 2003; D Philpott, 'Westphalia, Authority, and International Society' *Political Studies*, 47, No 3 (1999); J C Pevehouse, 'Democracy from the Outside-In? International Organizations and Democratization', *International Organization*, 56, No 3 (2002); T

Risse, S Ropp & K Sikkink (Eds), *The Power of Human Rights: International Norms and Domestic Change*, Cambridge University Press, 1999; G Garrett & D Mitchell, 'Globalization, Government Spending and Taxation in the OECD', *European Journal of Political Research*, 39 (2001); M Koenig-Archibugi, 'Transnational Corporations and Public Accountability', *Government and Opposition*, 39, No 2 (2004); V Guiraudon & G Lahav, 'A Reappraisal of the State Sovereignty Debate: The Case of Migration Control', *Comparative Political Studies* 33, No 2 (2000); P H Lindert & J G Williamson, 'Does Globalization Make the World More Unequal?' in *Globalization in Historical Perspective*, edited by M Bordo, A M Taylor & J G Williamson, University of Chicago Press, 2002; A Moravcsik, 'Is There a "Democratic Deficit" in World Politics? A Framework for Analysis', *Government and Opposition* 39, No 2 (2004).

Assessment: A two-hour unseen written examination in the ST.

GV443 Half Unit

The State and Political Institutions in Latin America

This information is for the 2004/05 session.

Teachers responsible: Dr F Panizza, L201 and Mercedes Hinton

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission.

Core syllabus: The principal institutions influencing politics and economic policy-making in a Latin American context.

Content: Thematic study of political institutions in Latin America including the presidency, neopopulism, congress and political parties, the private sector, non governmental organisations and labour, accountability and human rights, clientelism, corruption and the rule of law.

Teaching: 10 lectures (GV443.1) and seminars (GV443.2) in the MT and one revision seminar in the first week of the ST.

Reading list: F Agüero, & J Stark (Eds), *Fault Lines of Democracy in Post-Transition Latin America*; L Diamond et al *Democracy in Developing Countries: Latin America*; J Linz & A Valenzuela, *The Failure of Presidential Democracy*; E Epstein, *Labour Autonomy and the State in Latin America*; S Mainwaring, G O'Donnell & S Valenzuela, *Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective*; S Mainwaring & T Scully, *Building Democratic Institutions: Party Systems in Latin America*; E J Bartelli & L A Payne, *Business and Democracy in Latin America*; I P Stotzky, *Transition to Democracy in Latin America: The Role of the Judiciary*; R Seider, *Impunity in Latin America*

Assessment: Two-hour unseen written examination in the ST. 25% of the marks will be awarded via a 3,000 word essay to be handed in by 10 January 2005.

GV444 Half Unit

Democracy and Development in Latin America

This information is for the 2004/05 session.

Teachers responsible: Dr F Panizza, L201 and Mercedes Hinton

Availability: For MSc students in Comparative Politics. Other graduate students may follow the course with permission.

Core syllabus: To study the relationship between political and economic change in contemporary Latin America.

Content: The crisis of the 'old model'; the politics of policy change, external influences on economic reform; trading blocks and regional integration; poverty and inequality; the informal sector; beyond the Washington Consensus, the good governance debate; the second generation reforms.

Teaching: 10 lectures (GV444.1) and (GV444.2) 10 seminars in the LT and one revision seminar in the second week of the ST.

Reading list: R Gawynne & C Kay, *Latin America transformed: Globalization and modernity*; S Haggard & R Kaufman, *The Politics of Economic Adjustment*; W Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; J Nelson & S Eqlinton, *Global Goals, Contentious Means*; The World Bank, *World Development Report 2000/2001. Attacking Poverty*; H De Soto, *The Other Path: the Invisible Revolution in the Third World*; S Edwards, *Crisis and Reform in Latin America: From Despair to Hope*; P Oxhorn & P Starr, *Markets and democracy in Latin America: conflict or convergence?*; H Veltmeyer, J Petras & S Vieux *Neoliberalism and Class Conflict in Latin America*; J Stiglitz, *Globalization and its Discontents*.

Assessment: Two-hour unseen written examination in the ST.

GV446

The Politics of Empire and Post Imperialism

This information is for the 2004/05 session.

Teachers responsible: Professor D Lieven, K208 and Dr Z Shakibi, K307

Availability: For students of the MSc Comparative Politics, MSc Comparative Politics (Latin America), MSc International Relations, MSc Russian and Post-Soviet Studies and MSc Politics of the World Economy. Other MSc or MA students may take this course if permitted by their programme regulations and with the agreement of the Teachers responsible for this course.

Core syllabus: The course studies the elements of imperial power

(military, political, economic, cultural, ideological, demographic and geographical) in specific polities and eras; it also compares the nature, rise and fall of empires, and the consequences of their collapse.

Content: The course analyses specific imperial formations, from classical Rome through to the contemporary era. It explores comparative and theoretical debates concerning how empires are run, the dynamics of their success and decline and the ways in which they manage multi-ethnicity and nationalisms. It looks at imperial ideologies, the processes of decolonisation and the emergence of 'neo-colonialism' in the twentieth century. The course also explores the extent to which the imperial past has helped to shape the processes of globalisation in the contemporary world. Themes covered will include the emergence of European commercial and territorial empires, the Ottoman and Tsarist empires on Europe's periphery, agrarian empires in India and China, the conquest of America, the British Indian Empire, Japanese imperialism in the 20th century, the Soviet empire, as well as general and comparative discussions of the technologies and ideologies of empire, and imperial legacies in the former colonies and metropolitan societies.

Teaching: 15 lectures and 20 seminars in the MT and LT.

Written work: Two presentations, two term essays and two one-hour mock exam essays.

Reading list: D Lieven, *Empire*, 2000; M Doyle, *Empires*, 1986; S Finer, *The History of Government*, 1997; D Abernathy, *The Dynamics of Global Dominance*, 2002; G Lundestad (Ed), *The Fall of Great Powers* 1994; G Parker, *Geopolitics*, 1998; W Mommsen, *Theories of Imperialism*, 1980; J Osterhammel, *Colonialism*, 1997; A Crosby, *Ecological Imperialism*, 1986; D Fieldhouse, *The West and the Third World*, 1999; K Barkey & M von Hagen (Eds), *After Empire*, 1997; A Bacevich, *American Empire*, Harvard, 2003.

Assessment: One three-hour unseen written examination in the ST (75% of the marks) and one of the term essays (25% of the marks).

GV447 Half Unit Not available in 2004/05

Rethinking the Modern Polity: Sovereignty,

Accountability and Governance

This information is for the 2004/05 session.

Teacher responsible: Professor D Held, L104

Availability: Students in the MSc in Political Theory are guaranteed access. Other graduate students may take this course with permission.

Core syllabus: The course will ask students to assess the significance and continuing relevance of leading concepts of modern political theory - such as sovereignty, citizenship and accountability - in a world of intensifying regional and global relations. The focus of the course is normative and theoretical.

Content: The course content will vary from year to year but will normally cover the following topics: 1) concepts of the modern state and sovereign statehood, 2) ethical foundations of nationalism and national communities; 3) globalisation; 4) cosmopolitanism; 5) cosmopolitan democracy; 6) Rawls' law of peoples; 7) cosmopolitan justice, political and economic; 8) cosmopolitanism and culture: multiculturalism vs. global culture; 9) global governance.

Teaching: 10 seminars in the LT and two seminars in the ST.

Written work: Students will write two short essays, one of which can be based on their class presentation.

Reading list: Q Skinner, 'The State' in T Ball, J Farr & R L Hanson (Eds), *Political Innovation and Conceptual Change*, CUP, 1989; R Jackson (Ed), *Sovereignty at the Millennium*, Special Issue of *Political Studies*, 47, 3, 1999; D Miller, *On Nationality*, OUP, 1995; Y Tamir, *Liberal Nationalism*, Princeton, 1993; J Habermas, *The Postnational Constellation*, Polity Press, 2001; D Held, *Democracy and the Global Order*, Polity Press, 1995; D Held, *Global Covenant*, 2004; I Shapiro & C Hacker-Cordón (Eds), *Democracy's Edges* CUP, 1999; T Schlereth, *The Cosmopolitan Ideal in Enlightenment Thought*, University of Notre Dame Press, 1977; C Beitz, *Political Theory and International Relations*, Princeton, 1979; D Mapel & T Nardin (Eds), *International Society*, Princeton, 1998; J Rawls, *The Law of Peoples*, Harvard University Press, 1999; C Jones, *Global Justice*, OUP, 1999; I Shapiro & L Brilmayer (Eds), *Global Justice*, New York University Press, 1999.

Assessment: A two-hour unseen written examination in the ST.

GV450 Half Unit

European Politics: Comparative Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr K H Goetz, L304 (course co-ordinator), Dr M Bruter, L107, Dr V Dimitrov, L303, Mr John Madeley, K304 and Dr E Thielemann, L102

Availability: For MSc European Politics and Governance and MSc (Research) European Studies only.

Core syllabus: The course is intended to provide students on the MSc European Politics and Governance with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of European politics and government. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of executive-legislative relations and party systems, and emerging fields of interest, such as multi-level governance and the impact of European integration on

domestic politics and government ('Europeanisation'). The course takes an historical-thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The latter include both the established democracies of Northern, Western, and Southern Europe, and, where appropriate, the democratising Central European states.

Content: The main seminar themes addressed include: European regime types; the European democratic deficit; executive-legislative relations; social cleavages, party systems and voter alignment; political identities; multi-level governance and sub-state nationalism; European integration and domestic institutional change.

Teaching: 10 lectures and 10 seminars in the MT and 2 seminars in the first two weeks of the ST.

Reading list: Introductory texts include: M Gallagher et al, *Representative Government in Europe*, 3rd edn; J Hayward & A Menon (Eds), *Governing Europe*; J-E Lane & S O Ersson, *Politics and Society in Western Europe*, 4th edn; H Keman (Ed), *Comparative Democratic Politics*; A Lijphart, *Patterns of Democracy*; Y Mény, *Government and Politics in Western Europe*, 2nd edn; P Heywood, et al (Ed), *Developments in West European Politics 2*; G Smith, *Politics in Western Europe*, 5th edn.

Assessment: Two-hour unseen written examination in the ST.

GV454 Half Unit Not available in 2004/05

Parties, Elections and Governments

This information is for the 2004/05 session.

Teacher responsible: Dr Paul Mitchell, K308

Availability: For MSc European Politics and Governance and MSc Comparative Politics subject to space. Students wishing to take this course must seek the prior consent of Dr Mitchell.

Pre requisites: While there are no formal prerequisites, some prior study of European politics, elections and parties is a distinct advantage.

Content: For better or worse representative democracy is virtually unthinkable without political parties. It is the competitive interactions of multiple parties in a wide range of electoral, parliamentary and governing arenas that generates much of the business and the high drama at the heart of representative politics. This course focuses on political competition amongst parties. Topics may include:

- What motivates political parties and politicians?
 - How have parties developed historically
 - How are they organised? Are we in danger of having parties without members or real supporters?
 - What do parties really compete about? And how do party systems change?
 - How big a threat are 'new' parties, whether they are Greens or the extreme Right?
 - How do electoral systems structure party competition? Why do electoral systems change?
 - How do parties win? Electoral competition and government formation.
 - Parties in Government - do parties make a difference to policy outcomes?
 - How do parties lose? Electoral losses and government termination.
- While examples will be drawn from a wide range of democracies, the primary focus will be Western Europe.

Teaching: 10 seminars in LT and two seminars in the first and second weeks of the ST.

Reading list: Richard Gunther, Jose Ramon Montero & Juan Linz (Eds), *Political Parties: Old Concepts and New*, Oxford University Press, (2002); Kurt Richard Luther & Ferdinand Müller-Rommel (Eds), *Political Parties and Democracy in Western Europe*, Oxford University Press, (2002); Jocelyn Evans, *Voters and Voting: An Introduction*, (2004); Peter Mair (Ed), *The West European Party System* (1990); Giovanni Sartori, *Parties and Party Systems* (1976); Russell Dalton & Martin Wattenberg (Eds), *Parties without Partisans: Political Change in Advanced Industrial Democracies* (2000); Michael Laver & Norman Schofield, *MultiParty Government: The Politics of Coalition in Europe* (1990); R Taagepera & M Shugart, *Seats and Votes: The Determinants of Electoral Systems* (1989); D Broughton & M Donovan (Eds), *Changing Party Systems in Western Europe* (1999); P Mair, *Party System Change* (1997); Wolfgang Müller & Kaare Strom (Eds), *Policy, Office or Votes: How Political parties in Western Europe Make Hard Decisions* (1999); Wolfgang Müller & Kaare Strom (Eds), *Coalition Government in Western Europe* (2000).

Assessment: Two-hour written examination in the ST.

GV458 Half Unit Not available in 2004/05

Government and Politics in Germany

This information is for the 2004/05 session.

Teacher responsible: Dr K H Goetz, L304

Availability: For MSc European Politics and Governance, MSc Comparative Politics. Students from other MSc programmes are also very welcome to attend the course, but will need to have their choice approved by the relevant MSc coordinator.

Pre requisites: A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject in English.

Core syllabus: This course provides an advanced-level analysis of the

legal, institutional and socio-cultural context and framework of politics and government in the Federal Republic of Germany and studies the behaviour of major actors in the system. One of the chief aims is to explore the links between institutional characteristics of the German state and the political system, on the one hand, and systemic performance, on the other. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German polity and commonalities with other major European liberal democracies. **Content:** Throughout the course, particular emphasis is placed on the dual impact of European integration ('Europeanisation') and unification on the defining features of the German political system. The course combines conceptual and theoretical concerns with detailed empirical analysis, and examines both the historical evolution of the political system of the Federal Republic and contemporary developments. Topics include the concept of political culture and its usefulness for analysing the German polity; the Basic Law and the role of the Federal Constitutional Court in the political process; the structures and working principles of the Federal executive (here, particular attention is paid to the concept of 'Chancellor democracy' and the connection between the executive and political parties); federalism and intergovernmental relations; the social bases of party competition, political parties, the party system; and electoral behaviour.

Teaching: 10 lectures and 10 seminars (GV458) in the LT and two seminars in the third and fourth weeks of the ST.

Written work: A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a guide to his/her performance.

Reading list: A reading list accompanying the lecture series and a further detailed list of sources for each seminar are made available at the start of term. Introductory reading includes: C Clemens & W Paterson, *The Kohl Chancellorship*; R Dalton, *Germany Divided*; K Dyson & K H Goetz, *Germany, Europe and the Politics of Constraint*; K H Goetz, *Germany, 2 vols*; K H Goetz & P J Cullen, *Constitutional Policy in Unified Germany*; L Helms, *Institutions and Institutional Change in the Federal Republic of Germany*; N Johnson, *State and Government in the Federal Republic of Germany*; P Katzenstein, *Policy and Politics in West Germany*; P Katzenstein, *Tamed Power: Germany in Europe*; H Kitschelt & W Streeck, *Germany: Beyond the Stable State*; K Larres, *Germany since Unification*; S Padgett, *From Adenauer to Kohl*; S Padgett et al, *Developments in German Politics 3*.

Assessment: Two-hour unseen written examination in June.

GV460 Half Unit

Politics and Policy in Britain

This information is for the 2004/05 session.

Teacher responsible: Dr Jonathan Hopkin

Availability: For MSc European Politics and Governance, MSc Politics and Communication and MSc Comparative Politics.

Core syllabus: The course provides a theoretically-informed examination of British government and politics in the light of recent institutional reforms and the gradual shift away from the 'Westminster' model of democracy.

Content: The whole range of governmental and political institutions in Britain will be considered: the executive institutions; executive-legislative relations; the role of parliament; electoral systems and electoral reform; parties and voters; the unitary state and devolved government. In each case, the main similarities and differences between the political systems of Britain and other liberal democracies are identified. The course will also examine some important contemporary policy debates in Britain, including economic and social policy.

Teaching: 10 lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Reading list: Patrick Dunleavy et al (Eds), *Developments in British Politics 7* (2003); Peter Hennessy, *The Hidden Wiring: Unearthing the British Constitution* (1996); Paul Webb, *The Modern British Party System* (2000); Anthony Heath et al, *The Rise of New Labour* (2001); Arend Lijphart, *Patterns of Democracy: Government Forms and Performance in Thirty Six Countries* (1999).

Assessment: Two-hour unseen written examination in the ST (75% of marks); assessed essay (maximum 2,000 words) due in no later than 14 January 2005 (25% of marks).

GV463 Half Unit Not available in 2004/05

Government and Politics in Scandinavia

This information is for the 2004/05 session.

Teacher responsible: Mr J T S Madeley, K304

Availability: For MSc European Politics and Governance and MSc Comparative Politics

Core syllabus: The course will concentrate on those themes in the English-language comparative politics and policy literature for which Scandinavian, or Nordic, experience is most often taken to be of particular interest.

Content: After a survey of the historical background and the institutional context as it has evolved over recent decades, the distinctive features of the policy process in Scandinavia will be reviewed with attention directed

in particular to the debates about consensualism, neo-corporatism and the pathologies of big government. The relevance of these debates to particular cases, such as the Swedish debate about nuclear energy, the handling of the EU issue in Norway and the tax issue in Denmark, will receive detailed examination in the main body of the course.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: D Arter, *Scandinavian Politics Today*; P Esaiasson & K Heidar (Eds), *Beyond Westminster and Congress: The Nordic Experience*; E Damgaard, *Parliamentary Change in the Nordic Countries*; E Einhorn & J Logue, *Modern Welfare States: Politics and Policies in Social Democratic Scandinavia*; G Esping-Andersen, *Politics Against Markets: The Social Democratic Road to Power*; H Heclø & H Madsen, *Policy and Politics in Sweden: Principled Pragmatism*; J Pontusson, *The Limits of Social Democracy*.

Assessment: Two-hour unseen written examination in June.

GV464 Half Unit

Conflict and Consensus in Twentieth Century Ireland

This information is for the 2004/05 session.

Teacher responsible: Dr B Kissane, L101

Availability: For MSc European Politics and Governance, MSc Comparative Politics, MA/MSc History of International Relations and MSc in Nationalism and Ethnicity.

Core syllabus: The course examines the government and politics of the Republic of Ireland and Northern Ireland; its focus is on democratisation, state-development, nationalism and unionism.

Content: The British and Irish national questions. Religion, ethnicity and nationalism in Ireland. The partition of Ireland and its consequences. The constitutional development and democratisation of independent Ireland. Devolved government and control in Northern Ireland. Party systems in Northern Ireland and the Republic of Ireland. British policy and direct rule in Northern Ireland. Irish policy and Northern Ireland. Interpretations and explanations of conflict in Northern Ireland. The peace process.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading list: (Preliminary) B O'Leary & J McGarry, *The Politics of Antagonism: Understanding Northern Ireland*; J McGarry & B O'Leary, *Explaining Northern Ireland: Broken Images*; J Whyte, *Interpreting Northern Ireland*; J J Lee, *Ireland: Politics and Society*; P Mair, *The Changing Irish Party System*.

Assessment: Two-hour unseen written examination in the ST.

GV465 Half Unit

Democracy & the Politics of National Self-Determination

This information is for the 2004/05 session.

Teacher responsible: Dr S Bose, L208

Availability: All students, including those registered for the MSc Comparative Politics in the Government Department, who wish to take this course must apply via e-mail to the department's MSc programme manager (Govt_MSc_Admin@lse.ac.uk) by the end of the second week of the MT. They should state the MSc programme they are taking, their reasons for wishing to take this course, and their background in the field if any. Priority will generally be given to students taking the MSc Comparative Politics. Other MSc students in the Government Department (MSc Comparative Politics (Empire), MSc European Politics and Governance, MSc Political Theory) and in other programmes (such as MSc Global Politics, MSc Development Studies, MSc Human Rights, MA/MSc History of International Relations) will be accommodated subject to space. This is a high-demand course and enrolment cannot be guaranteed.

Core syllabus: This course examines the relationship between the problem of national self-determination and prospects of democracy and democratisation in a cross-national, cross-regional framework. It uses a historically based, empirically in-depth comparative case-study format, drawing on a range of cases from south-eastern Europe (former Yugoslavia, especially Bosnia-Herzegovina), the South Asian subcontinent (Kashmir, Sri Lanka), the EU area (Northern Ireland), and the Middle East (Turkey). The course materials are online on WebCT, the LSE's electronic teaching and learning system.

Content: Defining the doctrine of national self-determination (NSD). Democratisation and national self-determination movements: when does democratisation ameliorate national self-determination conflicts and when does it aggravate them? What accounts for the eruption or resilience of national self-determination demands in democracies? What types of institutional frameworks and public policies enable multinational states to function as stable, rights-respecting democracies in an increasingly interconnected world? This course engages major theoretical and policy debates about transitions to democracy, power-sharing and consociation, federalism, citizenship, and international peace-building interventions in conflict-racked or post-conflict divided societies.

Teaching: 10 seminars in the LT, and two seminars in the third and fourth

weeks of the ST. The first meeting is a set-up session and the last a revision session.

Reading list: S Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003); S L Woodward, *Balkan Tragedy: Chaos and Dissolution after the Cold War* (1995); S Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002); J McGarry (Ed), *Northern Ireland and the Divided World* (2001); S Bozdogan & R Kasaba (Eds), *Rethinking Modernity and National Identity in Turkey* (1997); S Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement* (1994); A Lijphart, *Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries* (1984); M Burgess & A G Gagnon (Eds), *Comparative Federalism and Federation* (1993).

Assessment: Two-hour written examination in the ST will determine 75%, and an analytical essay of between 3,000 and 4,000 words will count for 25% of the final assessment. The deadline for submission of the essay is the end of Week four of the ST. In addition, students will be required to prepare and make seminar presentations during the LT.

GV467 Half Unit

Introduction to Comparative Politics

This information is for the 2004/05 session.

Teacher responsible: Dr E Ringmar, K309

Availability: Compulsory for Comparative Politics students (excluding Empire and Latin America streams). Optional for other students with the approval of Dr Ringmar.

Core syllabus: This course reviews and critically discusses books which have made important contributions to the field of comparative politics. **Content:** Theories of democracy; the role of institutions; the economic and social underpinnings of democratic development; democracy and ethnic conflict; interest groups; political resistance; empires.

Teaching: 10 weeks of lectures and seminars in MT. Co-taught by staff members in the comparative politics programme.

Written work: Students must write two short essays during the course. **Reading list:** Robert Dahl, *Democracy and Its Critics*; S M Lipset, *Political Man*; Mancur Olson, *The Rise and Decline of Nations*; James Scott, *Domination and the Art of Resistance*; Dominic Lieven, *Empire*; Sumantra Bose, *Bosnia after Dayton*

Assessment: End-of-year exam in the ST and assessed written work.

GV471 Half Unit Not available in 2004/05

Institutional Politics in the European Union: A Rational Choice Approach

This information is for the 2004/05 session.

Teacher responsible: Professor S Hix, L305

Availability: For MSc European Politics and Governance, MSc Public Policy and Administration, MPA Public and Economic Policy and MRes/PHD in Political Science. Students wishing to take this course must seek prior consent from Dr Hix.

Pre requisites: Compulsory prerequisites for this course are the prior study at undergraduate or graduate level of: (1) European Union institutions or politics, and (2) rational choice theory.

Core syllabus: This course introduces and applies formal rational choice theory to inter-institutional politics in the European Union, particularly in the EU legislative procedures.

Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the everyday operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the democratic-deficit in the EU, and the need for reform of the EU institutions.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: R Corbett, F Jacobs & M Shackleton, *The European Parliament*, 4th edn (2000); P Moser & G Schneider, *Decision Rules in the European Union - A Rational Choice Perspective* (2000); S Hix, *The Political System of the European Union* (1999); G Tsebelis, *Veto Players* (2002).

Assessment: Two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; and (ii) a single essay of between 3,000 and 4,000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week one of the ST, accounting for 25% of the marks.

GV473 Half Unit

Contemporary Political Philosophy and the Body

This information is for the 2004/05 session.

Teacher responsible: Dr C Fabre, K301

Availability: For students taking MSc Political Theory, other students may attend subject to space.

Core syllabus: To study standard arguments, in moral and political philosophy, for conferring on individuals the right to control what happens to their body, and for denying them such right.

Content: There is no consensus, amongst philosophers, as to whether or not we should be given the right fully to control what happens to our body. The course first looks at standard arguments regarding the status of persons; it then examines and critically assesses standard arguments for, or against, abortion, the commercialisation of the body (including surrogacy), euthanasia, cloning, coercive taking of body parts for transplant purposes. It also assesses the extent to which the state should legislate in those matters, by examining the claims of those who think, for example, that abortion is morally wrong and yet should not be made unlawful. In so doing, the course examines the relationship between private and public morality, for which our control over our body is a test case.

Teaching: 10 two-hour seminars in the LT, and two two-hour revision seminars in the ST.

Written work: Students will be expected to write two essays.

Reading list: J Harris, *Clones, Genes and Immortality*; J Harris (Ed), *The Future of Human Reproduction*; A Buchanan et al, *From Chance to Choice: Genetics and Justice*; F Kamm, *Mortality, Mortality*; M Nussbaum, *Sex and Social Justice*; J Glover, *Causing Death and Saving Lives*; E Rakowski, *Equal Justice*.

Required readings for students without a background in political philosophy: W Kymlicka, *An Introduction to Contemporary Political Philosophy*.

Assessment: Two-hour unseen written examination in the ST.

GV475 Half Unit Not available in 2004/05

Mill's Liberalism

This information is for the 2004/05 session.

Teacher responsible: Professor J Gray

Availability: Open to MSc Political Theory students; open to others on request.

Core syllabus: A critical examination of J S Mill's contributions to liberal theory.

Content: The course examines Mill's ethical and political writings, particularly his essay *On Liberty*, with the aim of understanding and assessing his distinctive version of liberalism and evaluating the main claims of his critics, including later liberal thinkers such as Isaiah Berlin.

Teaching: 10 seminars in MT and two seminars in the first and second weeks of ST.

Reading list: J S Mill, *On Liberty and Other Essays*; J Gray & G W Smith (Eds), *On Liberty in Focus*; Isaiah Berlin, "John Stuart Mill and the Ends of Life", in *Four Essays on Liberty*; J Gray, *Mill on Liberty: a Defence*, 2nd edn. A further reading list will be available from Professor Gray at the start of term.

Assessment: One two-hour unseen written examination in June.

GV476 Half Unit

Twentieth-Century European Liberal Thought

This information is for the 2004/05 session.

Teacher responsible: Professor J Gray, K204

Availability: Open to MSc Political Theory students; open to others on request.

Core syllabus: A critical examination of twentieth century European liberal thought, with special reference to liberal critics of liberalism.

Content: The course examines twentieth century European liberal thinkers such as Isaiah Berlin, Karl Popper, F A Hayek and Michael Oakeshott, with the aim of assessing how they developed and criticised the central claims of liberal theory.

Teaching: 10 seminars in LT and two seminars in the first and second weeks of ST.

Reading list: Isaiah Berlin, *Four Essays on Liberty*; K Popper, *The Open Society and Its Enemies*; F A Hayek, *The Constitution of Liberty*; Michael Oakeshott, *Rationalism in Politics*. A further reading list will be available from Professor Gray at the start of term.

Assessment: One two-hour unseen written examination in the ST.

GV477 Half Unit

Comparative Public Policy Change

This information is for the 2004/05 session.

Teachers responsible: Professor E Page, L203 and Dr Mark Thatcher, K305

Availability: It is primarily designed for students on the MSc Public Policy and Administration, but may be available to other MSc students.

Pre requisites: Students should normally have taken **Introduction to Comparative Public Administration** (GV480) or **Public Choice I**, upon which this course will build unless they already have a good knowledge of comparative public policy. Waiving of these requirements will be at the discretion of the course teacher.

Core syllabus: The course examines explanations of policy change using cross-national comparison.

Content: Seminars will focus on cases in key policy domains in industrialized countries (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries can be used as examples. Key topics include: theoretical approaches to comparison and policy change; regulatory reform; economic policy; welfare policy; education policy and illicit drugs policy.

Teaching: The course is taught through 10 two-hour seminars (plus two revision seminars in ST).

Written work: Students will write two unassessed essays during the term.

Reading list: There is no single textbook but the following are particularly useful introductions: B G Peters, *Institutional Theory in Political Science* (Pinter, London and New York, 1999); H Hecho, A Heidenheimer & C T Adams, *Comparative Public Policy* (3rd edn, Saint Martin's Press, New York, 1990); W Parsons, *Public Policy* (Edward Elgar, 1995); M Hill, *The policy process in the modern state* (1997); S Steinmo, K Thelen & F Longstreth (Eds), *Structuring Politics. Historical institutionalism in comparative analysis* (1992); P A Hall & D Soskice (Eds), *Varieties of capitalism*, (2001).

Assessment: Two-hour written examination in the ST (75%); assessed essay-max 2,500 words- (25%).

GV478

Political Science and Public Policy

This information is for the 2004/05 session.

Teacher responsible: Professor P Dunleavy, K300

Availability: This course is for the first year of the MPA in Public and Economic Policy.

Pre requisites: There are no pre-requisites, but students should have absorbed the early reading set out below before the start of the course, and attended the MPA Induction sessions.

Core syllabus: A graduate course providing a political science background suitable for high-level public policy-making. The emphasis is on acquiring portable models of political and policy-making processes applicable in a wide variety of contexts. The first two terms use a "rational interests and beliefs approach."

Michaelmas Term: Politics as collective action problems (CAPs); different forms of CAPs; interest group formation and social movements; parties and electoral competition; proximity and directional models of alignment or decision-making; coalition formation and government formation; estimating power in unweighted and weighted voting contexts.

Lent Term: Basic institutional roles and spatial analysis; legislative politics and log-rolling; executive politics in divided and integrated executives; bureaucracy and public sector organizations; delegation of decision-making across ranks and institutions; federalism and multi-tiered governance; taxation and budgeting; and constitutional design.

Summer Term (weeks 1-3): The handling of risks, organizational culture and cultural theory, and theories of policy networks, regimes and policy change are examined using three integrative case studies of policy change.

Teaching: Lectures (20) GV478, and seminars (23) GV478a.

Reading list: A full reading list will be distributed at the beginning of the course. Key early items to read are: W Poundstone, *Prisoner's Dilemma*; K Shepsle & M Bonchuk, *Analysing Politics*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*; J Colomer, *Political Institutions: Democracy and Social Choice*; D Mueller, *Public Choice II*; M Douglas, *How Institutions Think*; M Horn, *The Political Economy of Public Administration*; J Cullis & P Jones, *Public Finance and Public Choice* (1998 edition).

Assessment: An essay of 3,000 words submitted by the first week of ST responding to one of a list of specified questions, accounting for 25% of the overall mark. And a three-hour written examination in the ST, accounting for 75% of the overall marks.

GV479

Nationalism

This information is for the 2004/05 session.

Teachers responsible: Professor John Breuilly, Dr John Hutchinson and Dr Dominique Jacquin-Berdal

Availability: Guaranteed entry for MSc Nationalism and Ethnicity, MSc Comparative Politics. Recommended, should space permit, for MSc Development Studies, MSc European Political Economy, MSc European Politics and Governance, MSc International Relations (Research), MSc Political Sociology, MSc Russian and Post-Soviet Studies, MSc Sociology, MSc Theory and History of International Relations. Students from any other relevant MSc course with the permission of Professor Breuilly.

Core syllabus: An examination of the causes and role of ethnic identity

and nationalist movements in the modern world, and of the relations between nations and states.

Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; modernism, primordialism and ethno-symbolism; nationalism and international society; multinational states; separatism and irredentism; supra-nationalism and globalism; types of nationalism; citizenship and ethnic identity.

Teaching: 23 Seminars (including revision) MT, LT, and ST. GV479. (Students must also attend the lectures of course GV350). Revision classes in the ST.

Reading list: E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; A D Smith, *Theories of Nationalism*, 2nd edn, Duckworth, 1983; B Anderson, *Imagined Communities*, 2nd edn, Verso Books, 1991; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; L Greenfield, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; J Breuilly, *Nationalism and the State*, 2nd edn, Manchester University Press, 1993; J Hutchinson, *Modern Nationalism*, Fontana 1994; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge 1998; M Hechter, *Containing Nationalism*, Oxford University Press, 2000.

Assessment: A three-hour unseen written examination in the ST with three questions to be answered.

GV480 Half Unit

Introduction to Comparative Public Administration

This information is for the 2004/05 session.

Teachers responsible: Dr M Lodge, L309 and Professor E Page, L207

Availability: For postgraduate students, mainly as a core course for the MSc Public Policy and Administration. Other MSc students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Core syllabus: The objective of the course is to provide an introduction to selected issues in comparative public administration, drawing mainly but not exclusively from European and OECD countries.

Content: The course is designed to introduce students to explore generic and comparative themes in public administration. It aims to introduce students to a range of analytical perspectives rather than any single one approach. Topics discussed include: the factors which influence the structure and working of public administration; control over bureaucracies, organisational design, representative bureaucracy; co-ordination and incentive systems; special types of bureaucrats and bureaucracies, administrative reform.

Teaching: 10 Lectures.

(i) **Introduction to Comparative Public Administration** (GV480.1)

(ii) Professor Sir J Bourn on **The Review and Evaluation of Government Programmes** (GV480.2) 10 lectures.

(iii) Seminar: **Public Administration** (GV480.3) 12 seminars. The series will focus on comparative administrative structures and systems.

Written work: Students are expected to write two short essays during the course and make seminar presentations.

Methods of work: Seminars involve thematic cross-national comparison, whilst lectures cover specific themes and countries. Lectures and seminars deal with selected topics; they are intended to introduce, to stimulate and guide. A detailed reading list and syllabus will be provided to students at the start of the course.

Reading list: B G Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 5th edn, 2000); E C Page & V Wright (Eds), *Bureaucratic Elites in Western European States* (OUP, 1999); E C Page, *Political Authority and Bureaucratic Power* (Harvester Wheatsheaf, 2nd edn, 1992); J Pierre (Ed), *Bureaucracy in the Modern State: an introduction to comparative public administration* (Edward Elgar, 1995); J Q Wilson, *Bureaucracy* (Basic Books, 1989); F Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 5th edn, 1995); C Pollitt & G Bouckaert, *Public Management Reform* (Oxford University Press, 2000); J Greenwood, R Pyper & D Wilson, *New Public Administration in Britain* (Routledge, 2002); B G Peters & J Pierre *Handbook of Public Administration* (Sage, 2003).

Assessment: Two-hour unseen written examination paper in the ST.

GV481 Half Unit

Public Choice and Public Policy I - Introduction

This information is for the 2004/05 session.

Teachers responsible: Professor K Dowding, K206, Dr V Larcinese, L300 and Dr T Dewan, L310

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Policy and Administration.

Core syllabus: The objective of the course is to provide an introduction to public choice theory and the ways in which it illuminates the political and policy processes of advanced liberal democratic states. The course focuses mainly on institutional public choice, but also covers in less depth macro-political economy approaches.

Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations.

Teaching: Nine lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Written work: Students are expected to produce one formative essay on a topic during the MT.

Reading list: A Drazen, *Political Economy in Macroeconomics*; D Mueller, *Public Choice III*; G Tsebelis, *Veto Players*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*; K Dowding, *The Civil Service*.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay of between 3,000-4,000 words on a topic to be agreed with the course teachers by Week six of MT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week one of LT and accounts for 25% of the marks.

GV482 Half Unit

Public Choice and Public Policy II: Advanced Topics

This information is for the 2004/05 session.

Teachers responsible: Dr V Larcinese, L300 and Dr T Dewan, L310

Availability: For postgraduate students, mainly as a compulsory paper for those reading for the degree MSc Public Policy and Administration. Students must either have completed GV481 or must be able to show substantial previous coursework in public choice.

Core syllabus: The objective of the course is to explore more advanced topics in public choice theory, providing the students with tools that will enable them to understand fundamental problems in public policy making and the inherent difficulties of designing institutions that can deal with these problems. We will primarily focus on the analysis of organizational arrangements and public policy systems in advanced liberal democratic states. The close interplay between theories and empirical evidence will be a central theme of this course.

Content: Understanding and aggregating individual preferences for policy analysis. Electoral competition. The evolution of modern welfare systems. Time consistency, commitment and reputation. Representative democracy. Information and mass media. Electoral rules and public policy. Normative issues.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Written work: Students are expected to submit a written essay to their seminar teacher.

Reading list: D Mueller, *Public Choice III*; A Dixit, *The Making of Economic Policy*; T Persson & G Tabellini, *Political Economics*; A Drazen, *Political Economy in Macroeconomics*. Most of the readings will consist of journal articles.

Assessment: Consists of three parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay of between 3,000-4,000 words on a topic to be agreed with the course teachers by Week 10 of LT, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week one of ST and accounts for 25% of the marks.

GV483 Half Unit

Public Management Theory and Doctrine

This information is for the 2004/05 session.

Teachers responsible: Dr M Barzelay, G507 and Dr Martin Lodge, L309

Availability: Core course for MSc Public Policy and Administration. Other postgraduates require permission of Teachers responsible.

Core syllabus: The objectives of the course are to become acquainted with public management as an interdisciplinary field of study, where political science and public policy are among the reference disciplines; to develop an appreciation for the nexus between research and practice; to acquire a process understanding of administrative practices and change in government; to become adept at identifying, analysing, criticizing and formulating practical arguments about public management; and to establish a political science/public policy foundation for the Lent term course. Contested Issues in Public Management.

Content: Introducing public management. Public policy implementation. Organizational learning and capacity building. Public management policy-making and change. Leadership. Argumentation in Public Management. Accountability, values and blame.

Teaching: 10 lectures and ten seminars in the MT and two seminars in the first and second weeks of the ST.

Reading list: M Barzelay, *The New Public Management*, 2001; C Hood, *The Art of the State*, 1998; N C Roberts & P J King, *Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation*, 1996; E Bardach, *Getting Agencies to Work Together*, 1998; P Aucoin, *The New Public Management: Canada in Comparative Perspective*, 1995; D N Walton, *Plausible Argument in Everyday Conversation*, 1992; C Hood & M Jackson, *Administrative Argument*, 1991; H Simons, *Persuasion in Society*, 2001.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay for Assessment by the end of Week one of LT, accounts for 25% of the marks.

GV484 Half Unit Not available in 2004/05

Government and Politics in the USA

This information is for the 2004/05 session.

Teacher responsible: Dr C Schonhardt-Bailey, L105 (on leave 04/05)

Availability: Primarily for MSc students taking Public Policy and Administration and Comparative Politics programmes. Other students may only access subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.

Content: The course will provide a critical analysis of the American political systems. Specific topics covered in this term include (1) voting behaviour and elections; (2) the role of public opinion in policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; (6) élites in US politics; (7) and models of Congressional voting.

Teaching: 10 seminars (including two with a computing session) in the MT and two seminars in the first and second weeks of the ST.

Reading list: L Fisher, *The Politics of Shared Power: Congress and the Executive* (4th edn); J Q Wilson & J J Dilulio, *American Government, The Essentials* (7th edn); J A Stimson, *Public Opinion in America*; F R Baumgartner & B D Jones, *Agendas and Instability in American Politics*; S L Popkin, *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*; K Poole & H Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*; K Kollman, *Outside Lobbying: Public Opinion and Interest Group Strategies*; A Alesina & H Rosenthal, *Partisan Politics, Divided Government and the Economy*.

Assessment: Two-hour unseen written examination in June.

GV485 Half Unit

US Public Policy

This information is for the 2004/05 session.

Teachers responsible: Dr C Schonhardt-Bailey, L105 (on leave 04/05) and Dr Heidi Ullrich, L105

Availability: Primarily for MSc students taking Public Policy and Administration and Comparative Politics programmes. This programme will be limited to one seminar group only, please contact Dr Heidi Ullrich for further information. Other students may only access subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. This course is also capped.

Core syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Content: The course applies theoretical frameworks (eg pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, Homeland Security). It then broadens the focus to examine America's role within the international arena, particularly the effects of changes in the international arena on American domestic politics and the extent to which domestic politics shape America's trade and foreign policies.

Teaching: 10 two-hour seminars in the MT and two seminars in the first and second weeks of the ST.

Reading list: B Guy Peters, *American Public Policy. Promise and Performance*, 6th edn; C V Crabb & P M Holt, *Invitation to Struggle: Congress, the President and Foreign Policy* (4th edn); J Rosati, *The Politics of US Foreign Policy* (2nd edn); I M Destler, *American Trade Politics: System Under Stress* (3rd edn); W P Browne, *Cultivating Congress: Constituents, Issues and Interests in Agricultural Policymaking*; E P Weber, *Pluralism by the Rules: Conflict and Cooperation in Environmental Regulation*; E S Cohen, *The Politics of Globalization in the United States*.

Assessment: Two-hour unseen written examination in June.

GV488

Law and Politics of Regulation

This information is for the 2004/05 session.

Teachers responsible: Dr J Black, A461, Mr C Scott, A340, Professor Robert Baldwin, A455, Dr M Lodge, L309 and Dr M Thatcher, K305
Availability: This is the core course for the MSc in Regulation. Students on MSc European Political Economy: Integration may take this course only with the permission of the teacher and the MSc co-ordinator. Other students will not usually be admitted.

Core syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific UK cases will be explored through the medium of an additional practitioner seminar series, which will be led by experienced practitioners invited on a one-off basis.

Content: The course focuses on the following key themes: contrasting perspectives on regulation, differences in regulatory styles, dynamics and processes, regulatory standard-setting, regulatory enforcement, evaluating regulation.

Teaching: The course is taught: (a) by 20, two-hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core AND (b) by 10 one-and-a-half hour sessions in the Michaelmas and Lent terms, of which approximately five will consist of seminars presented by practitioners from a variety of regulated sectors and five will be on Research Design and Strategy in Regulation.

Written work: All students are expected to produce three written essays.
Core reading: R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); M Moran, *The British Regulatory State* (2003); A Ogas, *Regulation* (1994); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *After the Rights Revolution* (1990); M Derthick & P Quirk, *The Politics of Deregulation* (1985); L Hanicher & M Moran, *Capitalism, Culture and Regulation* (1989).

Assessment: Students will be assessed by a course essay weighted at 25% of the total mark and a three-hour examination in the ST, weighted at 75% of the total mark. The examination will involve answering three questions out of 12.

GV494 Half Unit Not available in 2004/05

Contested Issues in Public Management

This information is for the 2004/05 session.

Teacher responsible: Dr Michael Barzelay

Availability: Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy and Administration.

Pre requisites: GV483/MN401 Public Management Theory and Doctrine is normally considered a pre-requisite for this course.

Core syllabus: This course is centrally concerned with management of public sector organizations, especially with the subject matter areas of executive leadership in government and managing government operations. The focus is upon "what to do" theories and scientifically-oriented analysis of practices for performing organizational functions within government. The course further introduces students to management theory and research about strategic management, business process management, and performance management. The course builds on the foundation laid by "Public Management Theory and Doctrine".

Content: Case study discussion and analysis about executive leadership in government and managing government operations. Critical analysis of theoretical and research literature on strategic management, business process management, and performance management. Applicability of generic management practices to performance of public functions in varied governmental systems.

Teaching: 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Reading list: Reading includes journal articles, book chapters, Teaching cases, and government documents. Among the works to be read are D M Moore, *Creating Public Value/Strategic Management in Government* (1995); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); M Barzelay, *The New Public Management: Improving Research and Policy Dialogue* (2000); R Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989); R Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

GV498 Half Unit Multiculturalism, Nationalism and Citizenship

This information is for the 2004/05 session.

Teacher responsible: Professor Paul Kelly, L210

Availability: MSc Political Theory optional course, MSc Nationalism and Ethnicity and where regulations permit.

Core syllabus: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.

Content: Following an introductory session, the remaining eleven seminars are divided into three sets.

Set One takes up the attack on the 'false universality' of liberalism and examines a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy.

Set Two is devoted to nationalism, the first two to its impact within a state, the remaining two to its implications for inter-state relations.

Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.

Teaching: 10 seminars in the MT and two seminars in the third and fourth weeks of the ST.

Written work: Students will write two short essays, one of which may be based on their class presentation.

Reading list: Students who are not also taking GV431 Nations and Nationalism (which is recommended but not required) should read in advance E Gellner, *Nations and Nationalism* and A Smith, *Theories of Nationalism*. In addition: I M Young, *Justice and the Politics of Difference*; J Tully, *Strange Multiplicity*; D Miller, *On Nationality*

Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in the ST. In addition, candidates must submit one essay not more than 3,000 words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the ST. In the overall Assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

GV499

Dissertation

This information is for the 2004/05 session.

A 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due by the 1st September and is compulsory. A Merit in the dissertation is an absolute requirement to achieve a Merit grade overall for your MSc.

GV4A1

Warfare, Religion and National Identity

This information is for the 2004/05 session.

Teacher responsible: Dr J Hutchinson, A212

Availability: Guaranteed entry for MSc Nationalism and Ethnicity. Recommended, should space permit, for MSc European Politics and Governance and MA/MSc History of International Relations. Available for other MSc students, if space permits. Only one seminar will be offered.

Core syllabus: Investigations into the relationships between warfare and religion and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

Content: The issues cover four main areas: War and the origins of national identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; military defeats and national secessions; wars and ethnic minorities; Religion and national formation, including cultural vernacularisation; sacralisation of lands; 'election' of peoples; secular-religious cleavages; Nationalism, religion and conflict, including nationalism as a cause of war; religio-national wars; and ethno-religious conflicts within nation-states.

Teaching: Lectures 17 ML, Seminars 22 (including revision) MT, LT, ST.

Reading list: J Armstrong, *Nations before Nationalism*, 1982; L Colley, *Britons, Forging the Nation, 1707-1837*, 1992; C Enloe, *Ethnic Soldiers*, 1982; H Fein, *Genocide: A Sociological Perspective*, 1993; R Gildea, *The Past in French History*, 1994; A Hastings, *The Construction of Nationhood: Ethnicity, Religion, and Nationalism*, 1997; E J Hobsbawm, *Nations and Nationalism Since 1780*, 1990; M Howard, *War in European History*, 1976; M Juergensmeyer, *The New Cold War?* 1993; E Kedourie, *Nationalism*, 1966; M Mann, *The Sources of Social Power*, Vol 2, 1993; W H McNeill, *The Pursuit of Power*, 1994; C Marvin & D Ingle, *Blood Sacrifice and the Nation*, 1998; G Mosse, *Fallen Soldiers*, 1991; *Nations*

and Nationalism 1999 Special Issue 'Chosen Peoples'; P Nora, *Realms of Memory*, 1998; A D Smith, *The Ethnic Origins of Nations*, 1986; C Tilly, *The Formation of National States in Western Europe*, 1976; N Yuval-Davis, *Gender and Nation*, 1996; Y Zerubavel, *Recovered Roots: Collective Memory and the Making of the Israeli Nation*, 1995.

Assessment: One three-hour unseen written examination in the ST with three questions to be answered.

GV4A2 Half Unit

Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities

This information is for the 2004/05 session.

Teacher responsible: Dr M Bruter, L107

Availability: For MSc European Politics and Governance. Optional course on MSc Politics and Communication. Also MSc in Public Policy and Administration and MSc in Comparative Politics with prior approval of the course co-ordinator.

Content: The course will be divided into three major sections, corresponding to three major pillars of the study of political behaviour: elections, public opinion, and political identities. The three sections and ten themes, however, should be treated as highly inter-related rather than artificially divided. Citizens and politics: the democratic link, political psychology and the study of political behaviour; Electoral Behaviour: an overview; Alignments, Realignments, and De-alignments in contemporary Europe; Electoral Instability, Split-Ticket Voting, and Political Cynicism; Electoral Behaviour: Applied micro-level analysis; The media, public opinion, and political participation: an introduction to the processes of political communication; Economic situation and public opinion: an overview on electoral political economy; Public opinion and European integration; The connection between transforming regional, national, and European identities; Political behaviour, political identities, and institutional answers: the social contract and the 'ultimate' democratic link?

Teaching: 10 two-hour seminars in LT and two seminars in the ST.

Reading list: M Franklin & T Mackie et al, *Electoral Change* R Inglehart, *The Silent Revolution*; A Downs, *An Economic Theory of Democracy*; S Lipset & S Rokkan, *Party Systems and Voters Alignments*; C van der Eijk & M Franklin, *Choosing Europe*; J Campbell, Converse, et al, *The American Voter*; J Alt, Chrysal, *Political Economy*; P Norris et al, *On Message: Communicating the Campaign*; J Zaller, *The nature and origins of mass opinion*.

Assessment: One research project on a topic relevant to the course with a word limit of 4,000 words, (50%). One two-hour unseen written examination in the ST (50%).

GV4A3 Half Unit

Social Choice Theory and Democracy

This information is for the 2004/05 session.

Teacher responsible: Dr Christian List, L100

Availability: Optional for MSc Political Theory, MSc Applicable Mathematics, MSc Public Policy and Administration and MRes/PhD Political Science. Available in other MSc programmes subject to space and with prior approval of the course co-ordinator.

Pre requisites: Although no prior knowledge of social choice theory or of any specific mathematical discipline is required, a familiarity with logical and mathematical reasoning, an A-level (or equivalent) background in mathematics, or some undergraduate training in mathematical methods or analytical philosophy, are desirable.

Content: This course provides an introduction to social choice theory and explores how social choice theory can help to illuminate fundamental questions in the theory of democracy. The course has mathematical and philosophical aspects. On the mathematical side, students will be introduced to some key mathematical tools for the analysis of collective decision problems, and to some mathematical theorems at the centre of the social-choice-theoretic debate about democracy. On the philosophical side, students will be introduced to some central controversies about the foundations and institutional implementation of democracy such as (i) the debate between populist and minimalist models of democracy, particularly the question of whether social-choice-theoretic impossibility results demonstrate the impossibility of populist democracy, (ii) the debate between aggregative and deliberative models of democracy, and (iii) the debate between procedural and epistemic accounts of democratic legitimacy.

Teaching: 10 two-hour seminars in MT and two two-hour seminars in the first and second weeks of the ST.

Written work: Students will be required to work through mathematical problem sheets, and to write a formative essay. Feedback will be given on this material, but it does not count towards final Assessment.

Reading list: William H Riker, *Liberalism Against Populism*; Jerry S Kelly, *Social Choice Theory: An Introduction*; Amartya Sen, *Collective Choice and Social Welfare*

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay of up to 3,000 words on a topic to be agreed with the course teacher by Week 10 of MT. The essay must be submitted by the Friday of the Week one of LT and accounts for 25% of the marks.

GV4A4

From Empire to Globalization

This information is for the 2004/05 session.

Teacher responsible: Professor David Held, L104

Availability: Students on the MSc Global Politics are guaranteed access; other students may follow the course with permission.

Core syllabus: The course will provide a historical and comparative account of changing forms of world order in the modern period. Against the backdrop of the rise and fall of empires, it will examine the changing nature and form of globalization and the rise of new forms of global politics.

Content: The course content will cover the following topics though specific lecture titles may change from year to year: The contemporary debate about globalisation; International systems and empires in world history; Changes in the nature of political and military power; The evolution of global economic governance; The globalization of migration and environmental concerns; The role of global intergovernmental and nongovernmental organizations; The nature of US power in the contemporary global order; and core issues of global ethics, citizenship and governance.

Teaching: 22 lectures and 24 seminars.

Written work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Reading list: D Lieven, *Empire*, Pimlico, 2003; B Buzan & R Little, *International Systems in World History*, OUP, 2000; D Held, A McGraw, D Goldblatt & J Perraton, *Global Transformations*, Polity Press, 1999; D Held & A McGrew (Eds), *The Global Transformations Reader*, 2nd edn, Polity Press 2003; D Held & A McGrew (Eds), *Governing Globalization*, Polity Press, 2002; A G Hopkins (Ed), *Globalization in World History*, Pimlico, 2001; A Walter, *World Power and World Money*, Harvester Wheatsheaf, 1993; UNDP, *Making Global Trade Work for People*, Earthscan, 2003; R Wade, 'Is globalization reducing poverty and inequality?', *World Development*, 32, 2004; R Cohen, *Global Diasporas: An Introduction*, Routledge, 1997; C Brown, *International Relations Theory: New Normative Approaches*, Harvester Wheatsheaf, 1992; R Falkner, 'Private Environmental Governance and International Relations', *Global Environmental Politics*, 3, 2003.

Assessment: Three-hour written examination in the ST.

GV4A5 Half Unit

Public Policy Responses to International Migration

This information is for the 2004/05 session.

Teacher responsible: Dr Eiko Thielemann, L102

Availability: Optional course for students on the MSc European Politics and Governance. Subject to capacity other graduate students may be admitted if allowed by their programme's regulations. Students who wish to take this course must sign up to request to do this course with the Government Department's MSc Programme Manager (email: Govt_MSc_Admin@lse.ac.uk) in the first two weeks of the Michaelmas term. They must state the time and date of their application, the MSc programme they are taking and their reasons for wishing to take the course. They will be asked to leave their e-mail address and will be informed quickly of the teacher's decision.

Core syllabus: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of migration control and migrant integration policies in OECD countries, with particular emphasis on the European Union.

Content: The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration, migration control and migrant integration, addressing questions such as: Why do people migrate? Why do states accept migration? What factors facilitate/impede migrant integration? The second, comparative, part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking, (legal) immigration, and migrant inclusion & exclusion. The final part focuses on international and supranational policy responses with an emphasis on the European Union.

Teaching: 10 seminars in the LT and two in the ST.

Written work: All students are expected to write one non-assessed essays during the term.

Reading list: There is no single textbook but the following texts are useful introductions: M Baldwin-Edwards & M Schain, *The Politics of Immigration in Western Europe*, 1994; C Boswell, *European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion*, 2003; C Brettell, *Migration Theory: Talking Across the Disciplines*, 2000; R Brubaker, *Citizenship and Nationhood in France and Germany*, 1992; S Castle & M J Miller, *The Age of Migration*, 1998; W A Cornelius et al, *Controlling Immigration: A Global Perspective*, 1994; A Favell, *Philosophies of integration*, 1998; A Geddes, *The Politics of Migration and Immigration in Europe*, 2003; A Geddes, *Immigration and European Integration*, 2000; V Guiraudon & C Joppke, *Controlling a new migration world*, 2001; J F Hollifield, *Immigrants, Markets, and States: The Political Economy of Postwar Europe*, 1992; C Joppke, *Challenges to the Nation-*

State: Immigration in Western Europe and the United States, 1998; G Loescher, *Beyond Charity: International Cooperation and the Global Refugee Crisis*, 1996; J Money, *Fences and Neighbours: The Political Geography of Immigration Control*, 1999; S Sassen, *Guests and Aliens*, 2000; Y N Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe*, 1994; D Thranhardt, *Europe, a New Immigration Continent*, 1994; A R Zolberg et al, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 1997.

Assessment: Two-hour written examination in the ST (75%); assessed essay between 3,000-4,000 words to be submitted by Friday of Week one of the ST (25%).

GV4A6 Half Unit

The Politics of Resistance

This information is for the 2004/05 session.

Teacher responsible: Dr E Ringmar, K309

Availability: Comparative Politics students. Optional course for MA/MSc History of International Relations, subject to space. Other students may take the course with the approval of Dr Ringmar.

Core syllabus: The aim of the course is to analyse and compare the various ways in which individuals, groups and societies have acted in order to defend themselves against superior military, social, economic or cultural power.

Content: The concept of power; civil disobedience; anti-colonialism; resistance to occupation; resistance against slavery and in concentration camps; protecting peasant society, women and patriarchy; anti-globalisation.

Teaching: 10 two-hour seminars and 10 one-hour seminar in the MT.

Written work: Students must write one 3,000 word essay.

Reading list: James Scott, *Domination and the Art of Resistance*; Edward Said, *Culture and Imperialism*; Tzvetan Todorov, *Facing the Extreme*; Erik Ringmar, *The Nests & the Hives*; Janet Coleman, *Against the State*

Assessment: End-of-year examination in the ST (75%) and assessed written work (25%).

GV4A7

Russia and the Post-Soviet States: Politics and Policy

This information is for the 2004/05 session.

Teachers responsible: Dr James Hughes, K207, Professor Dominic Lieven, K208 (on leave 2004-05), Dr Gwendolyn Sasse, J207 and Dr Zhand Shakibi, K307

Availability: Compulsory core course guaranteed only for MSc Russian and Post Soviet Studies, and MSc Russian and Post Soviet Studies (Research). Optional course for MSc Human Rights and MAMSc History of International Relations, subject to space. Also available to students on other degrees if space permits and with the approval of the course convenor.

Core syllabus: An advanced-level analysis of the politics and political economy of post-communist transition and nationalism and ethnic conflict in Russia and the Post-Soviet states that applies theories of democratisation, marketization and nationalism, as well as historical approaches. The course provides introductory historical background and then proceeds to concentrate on the examination of the domestic and international contexts in which contemporary post-communist nation- and state-building is occurring. Particular attention is paid to the new institutional frameworks in which politics and policies are developing in Russia and the successor states to the USSR. As an LSE webCT course, most of the weekly essential readings are available on-line.

Content: Discussion of the legacy of the Russian and Soviet empires; theories and dilemmas of Modernisation for regime change; power and policy in the communist system; the Soviet model of modernisation; explanations for the collapse of the communist regime; theorizing nationalism and ethnic conflict in Russian, Soviet and post-Soviet politics; testing theories of democratisation and the political economy of transition; evaluating nation-and-state building and the new institutional architectures of post-Soviet states; assessing the role of agency, leadership and institutional design; national, regional and ethnic conflicts and accommodation strategies; international influences on transition outcomes and conflicts, including the roles of the EU and NATO enlargements and the OSCE; sequencing issues in transition; the problem of consolidation and differences in the transition trajectories of post-communist states.

Teaching: 20 weekly two-hour seminars in the MT and LT, and two seminars in the first and second weeks of the ST. 20 weekly one-hour lectures in the MT and LT. Students are also required to attend **EU451 Post-Communist Politics and Policies**.

Reading list: D Lieven, *Empire*; J Hughes & G Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union*; G Hosking, *Russia, People and Empire*; R Service, *The History of Twentieth Century Russia*; Ward, *Stalin's Russia*; A Motyl (Ed), *Thinking Theoretically about Soviet Nationalities*; J Hough, *Democratisation and Revolution in the USSR, 1985-1991*; M McFaul, *Russia's Unfinished Revolution*; S White (Ed), *Developments in Russian Politics 5*; J Linz & A Stepan, *Problems of Democratic Transition and Consolidation*; R Anderson et al, *Postcommunism and the Theory of Democracy*; J Wedel, *Collision and Collusion*; P Reddaway & D Glinsky,

Tragedy of Russia's Reforms.

Assessment: This consists of two parts: (i) a three-hour unseen written examination in the ST accounting for 75% of the marks; (ii) one essay of no more than 2,500 words accounting for 25% of the marks. Students are also required to write at least one un-assessed essay of 2,500 words, and prepare at least one written seminar presentation per term.

GV4A8 Half Unit

Nationalist Conflict, Political Violence and Terrorism

This information is for the 2004/05 session.

Teacher responsible: Dr James Hughes, K207

Availability: For MSc Russian and Post-Soviet Studies. Students from other MSc programmes may take this course subject to space and with the agreement of the course teacher obtained in advance. To secure a place, all students who wish to take this course must apply for enrolment with the MSc Programme Manager (Govt_MSc_Admin@lse.ac.uk) by the end of the third week of the MT. They must state the MSc programme they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly of the teachers' decisions. This is a high-demand course so enrolment is not guaranteed for students who are not taking the MSc Russian and Post-Soviet Studies.

Core syllabus: The course will inform students of the main theoretical debates concerning the causes and legitimacy of political violence in contexts of contemporary nationalist mobilisation around issues of secession, self-determination, and democratisation, and investigates methods of conflict management. The course employs case studies (which may vary from year to year) to examine the key issues.

Content: How can we distinguish legitimate political violence from terrorism? This course attempts to answer this question by examining the causes, nature and types of conflict, violence and terrorism. It analyses historical and contemporary variants of political violence and terrorism including social forms (banditry, mafias, and social protest), the military (the putsch and the coup), selected case studies of current and historical political violence and terrorism (case studies may vary from year to year between N. Ireland, Basque Country, Baader-Meinhof/ Red Brigades, Kosovo, Chechnya, Israel/Palestine, South Africa, Kurdistan, Central America), the role of transnational groups, and state responses and state sponsoring of political violence and terrorism. The course compares the performance of different regimes (democratic, transitional democratic, and non-democratic states) in managing violence, and investigates the changing ways in which the international system has responded over time. The course concludes by evaluating the methods employed to overcome political violence and terrorism.

Teaching: One two-and-a-half hour weekly seminar/lecture in the LT.

Reading list: T Honderich, *Political Violence*; J Snyder, *From Voting to Violence: Democratization and Nationalist Conflict*; M Brown et al (Ed), *Nationalism and Ethnic Conflict*; D Campbell & M Dillon (Eds), *The Political Subject of Violence*; E McDonagh, *Violence and Political Change*; H Tucker, *Democratic Responses to Political Violence*; R Munck & P de Silva, *Postmodern Insurgencies*; C Gearty, *Terrorism*; J Thackrah, *Encyclopaedia of Terrorism and Political Violence*; R Clutterbuck, *The Future of Political Violence*; P Merkl, *Political Violence and Terror*; B O'Leary, *The Politics of Antagonism*; J Darby et al (Ed), *Political Violence: Ireland in a Comparative Perspective*; H Krieger, *The Kosovo Conflict and International Law*; H Clark, *Civil Resistance in Kosovo*; J Sullivan, *ETA and Basque Nationalism*; R Clarke, *The Basque Insurgents*; J Dunlop, *Russia Confronts Chechnya*; A Lieven, *Chechnya*.

Assessment: A two-hour unseen written examination in the ST.

GV4A9

Comparative Politics Skills Course

This information is for the 2004/05 session.

Teacher responsible: Dr Erik Ringmar, K309

Availability: For MSc Comparative Politics. To be taken only in conjunction with the GV4M3/GV4M4 **Skills Programmes**.

Core syllabus: Qualitative research training for MSc students.

Content: This is a web-based course in qualitative research methods, introducing basic research methodology and philosophy of science. There are on-line readings, quizzes and exercises that students complete in their own time. In addition, live lectures will be given by members of the comparative politics staff. We cover the formulation of research questions; explanations and theories; definitions and taxonomies; comparative method; and historical method.

Teaching: Six lectures in the LT.

Reading list: Gary King, Robert O Keohane & Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994); Carl G Hempel, 'The Function of General Laws in History,' *The Journal of Philosophy* XXXIX (1942); George Lakoff & Mark Johnson, *Metaphors We Live By* (University of Chicago Press, 1980); Giovanni Sartori, 'Compare Why and How: Comparing, Miscomparing and the Comparative Method,' in *Comparing Nations: Concepts,*

Strategies, Substance, edited by Mattei Dogan & Ali Kazancigil (Blackwell, 1994); Alasdair MacIntyre, 'Is a Science of Comparative Politics Possible?' in his *Against the Self-Images of the Age: Essays on Ideology and Philosophy* (University of Notre Dame Press, 1984).

Assessment: The course is assessed on the basis of a 1,500-word essay.

GV4B1

Leadership, Ethics and Practical Policy Management I

This information is for the 2004/05 session.

Teachers responsible: Professor P Dunleavy, K300 and Sarah Smith, E388c

Availability: This course is for the first year of the MPA in Public and Economic Policy.

Pre requisites: There are no pre-requisites, but students should have absorbed the early reading set out below before the start of the course, and attended the MPA Induction sessions. There is a parallel course (Leadership, Ethics and Practical Policy Management 2) in the second year of the MPA, which develops these themes further.

Core syllabus: A graduate course providing an introduction to issues of organizational and policy management, public service ethics and organizational leadership for high-level public policy-making. Three modules of five weeks each are interspersed with case-based seminars and sessions with senior external speakers. A full Reading list will be distributed at the beginning of the course.

MT (weeks 3-7): Introducing Organizational Management: Key ideas in organization theory; morphological and ecological approaches; cultural theory and institutionalist models; theories of bureaucracy; the distinctiveness of public sector organizations.

MT (weeks 8-10): Understanding Political and Organizational Leadership: The roles of leaders and senior executives in organizations; leadership and organizational change; problems of 'managerial opportunism'; leadership in the whole-government context; political complexity.

LT (weeks 1-5): Ethics and Public Policy-making: foundations: Taught by Dr Paul Kelly, Government. Impartiality and the limits of ethical norms; equality and respect; freedom and responsibility; rights, duties and obligations; political ethics and the problem of 'dirty hands'.

LT (weeks 6-10): Analysing and deciding on policy in hard issues: Taught by Professor Nicholas Barr, Economics. The focus here is on contemporary policy problems where governments face acute conflicting pressures, and have to settle on a single outcome amidst potential dilemmas. The section looks at five 'hard' issues including: financing students in higher education; setting pensions policy; welfare state reform issues in central and east Europe.

ST (weeks 1-5): International policy issues: Taught by Dr David Stasavage, Professor William Wallace, Professor Chris Brown and Dr Spyros Economides, International Relations.

This section focuses on contemporary international policy issues, looking at how policy standardization and concertation changes the conventional national policy process.

Teaching: Seminars (20).

Reading list: Organised by section:

MT (weeks 3-7): Introducing Organizational Management: H Mintzberg, *Structure in Fives: Designing Effective Organizations*; M Hanson & J Freeman, *Organizational Ecology*; C Hood, *The Art of the State*; J Q Wilson, *Bureaucracy*; B Silberman, *Cages of Reason: The Rise of the Rational State*; J E Lane, *The Public Sector*; C Argyris, *Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change*.

MT (weeks 8-10): Understanding Political and Organizational Leadership: E S Schein, *Organizational Culture and Leadership*; G Miller, *Managerial Dilemmas: The Political Economy of Hierarchy*; G Allison, *The Essence of Decision*.

LT (weeks 1-5): Ethics and Public Policy-making: foundations: A Swift, *Political Philosophy: A Beginner's Guide for Students and Politicians*; P Singer, *A Companion to Ethics*; B Williams, *Ethics and the Limits of Philosophy*; S Blackburn, *Being Good*; A Badoit, *Ethics*.

General reading: C Lindblom and D Cohen, *Useable Knowledge: Social Science and Social Problem-Solving*; C Argyris, *Knowledge for Action: A Guide to Overcoming Barriers to Organizational Change*.

Assessment: An essay of no more than 2,500 words submitted within three weeks of the ending of each five week module (four essays over the year). Each essay will count for 20% of the overall marks, and the other 20% per cent will be for the student's structured participation in the seminars, including preparation of briefing notes, presentations and oral contributions.

GV4B2

Leadership, Ethics and Practical Policy Management II

This information is for the 2004/05 session.

Teacher responsible: Professor P. Dunleavy (K300) and Ms Sarah Smith

Availability: This course is for second year students on the MPA Public and Economic Policy. Students should have attended the first year of the course (or the equivalent courses at Columbia for Dual MPA students).

Core syllabus: A graduate course providing an introduction to issues of leadership, organizational and policy management, and public service

ethics for high-level public policy-making. There will be five modules, each of five weeks in duration: Leadership II-Change Management; Designing Incentives; Ethics II- Tackling Hard Policy Choices; Practical Policy Management and International Policy Standardization.

Teaching: 20 two-hour seminars.

Reading list: A full reading list will be distributed at the beginning of the course.

Assessment: An essay of no more than 2,500 words submitted within three weeks of the ending of each five week module (four essays over the year). Each essay will count for 20% of the overall marks, and the other 20% will be for the student's structured participation in the seminars, including preparation of briefing notes, presentations and oral contributions.

GV4B6 Half Unit

Kant's Political Philosophy

This information is for the 2004/05 session.

Teacher responsible: Dr K Flikschuh

Availability: Open to MSc students in Political Theory; open to others on request.

Core syllabus: An introduction to and critical appraisal of Immanuel Kant's political philosophy.

Content: Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary liberal thinking, his political philosophy has until recently been largely ignored. This is beginning to change: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking *diverges* in many of its central aspects from contemporary liberal thinking: the impact of Kant's thought upon the latter must, therefore, be re-assessed. This course introduces students to Kant's distinctive approach to political thinking, contrasting his actual writings with current versions of Kantian liberalism'. Two thirds of the course will be spent on the detailed study and analysis of a number of Kant's political texts. Core texts will include selected passages from the *Doctrine of Right* (Part 1 of the *Metaphysics of Morals*); Kant's celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice"'. The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights; and his cosmopolitan conception of Right, or justice. The final third of the course will re-assess the significance of Kant's political thinking for current liberal thinking about freedom and justice, especially in the global context.

Teaching: 10 two-hour seminars in the LT and two revision seminars in the ST.

Course work: The format of individual session will usually take the form of a forty minute lecture followed by discussion or group work sessions. For some sessions students may be asked to prepare short presentations, but the emphasis, in terms of student preparation will be on careful readings of the primary texts.

Reading list: Hans Reiss (Ed), *Kant's Political Writings*; I. Kant, *The Metaphysics of Morals, Part 1*; I Kant, *Groundwork of the Metaphysics of Morals*; R Sullivan, *An Introduction to Kant's Ethics*; P Riley, *Kant's Political Philosophy*; Howard Williams, *Kant's Political Philosophy*; M Timmonds, *Kant's Metaphysical of Morals: Interpretative Essays*; L Muhlolland, *Kant's System of Rights*; H Arendt, *Lectures on Kant's Political Philosophy*; R Beiner & W Booth, *Kant and Political Philosophy: The Contemporary Legacy*; Katrin Flikschuh, *Kant and Modern Political Philosophy*; M Bohmann & T McCarthy (Eds), *On Perpetual Peace*.

Assessment: Assessment will consist of a) an essay of about 3,000 words on a topic either of the student's own choice and discussed with the course teacher, or chosen from a list of essay questions provided (25%), and b) a two-hour unseen examination (75%).

GV4B7 Half Unit

The Liberal Idea of Freedom

This information is for the 2004/05 session.

Teacher responsible: Dr K Flikschuh

Availability: Open to MSc students in Political Theory; open to others on request.

Core syllabus: Analysis and critical assessment of divergent conceptions of freedom in contemporary liberal political thinking.

Content: The liberal idea of freedom does not constitute a unitary concept. The widespread assumption that it does is largely due to Gerald MacCallum's influential analysis of 'freedom' as a 'triadic concept', which repudiates Isaiah Berlin's seminal distinction between 'negative freedom' and 'positive freedom'. This course re-examines the classic Berlin/MacCallum debate in the light of divergent contemporary liberal conceptions of freedom. Following an initial assessment of that debate, we shall turn our attention, first, to the two very different liberal conceptions of negative freedom proposed by Robert Nozick and Hillel Steiner respectively and, second, to the equally different liberal accounts of positive freedom developed by Ronald Dworkin and Joseph Raz. Our

critical comparative analysis of these four distinctive and even conflicting approaches of liberal freedom will show that the idea of freedom remains an 'essentially contested concept' within liberal political theory. Our analyses will also give rise to a number of related metaphysical and substantive issues. These include, the prevalence of conflicting liberal conceptions of the person; differences in the articulation of the relation between individual freedom and political responsibility; and disagreement concerning the proper role of the market relative to liberal political morality. Throughout the course we shall be paying particular attention to the universalisability of each of the four accounts of liberal freedom, and shall assess their practical plausibility within an increasingly global moral and political context.

Reading list: I Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); G C MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, Vol 76 (1967); John Gray, *Liberalisms*; John Gray, *Two Faces of Liberalism*; Richard Flathman, *The Philosophy and Politics of Freedom*; John Christman (Ed), *The Inner Citadel. Essays on Individual Autonomy*; Robert Nozick, *Anarchy, State, and Utopia*; Hillel Steiner, *An Essay on Rights*; Joseph Raz, *The Morality of Freedom*; Amartya Sen, *Development as Freedom*; Gary Watson (Ed), *Free Will*; Phillip Pettit, *A Theory of Freedom*.

Teaching: 10 two-hour seminars in the MT and two revision seminars in the ST.

Course work: The course will consist of a mixture of lectures/student presentations, and class discussion/group work. Active participation in class is essential, as is careful reading of the relevant texts each week. The number of presentations will vary depending on the number of students taking the course.

Assessment: Assessment will consist of a.) an essay of about 3,000 words chosen from a list of essay questions provided; and b.) a two-hour unseen exam. The essay will count 25%, and the exam will count 75% towards the final mark awarded for this course.

GV4B8 Half Unit Not available in 2004/05

The Politics of Civil Wars

This information is for the 2004/05 session.

Teacher responsible: Dr Bill Kissane, L101

Availability: Optional for MSc Comparative Politics and as an outside option if numbers permit.

Core syllabus: The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases drawn from Africa (Algeria), Europe (Ireland), America (U.S.) Central America, and The Middle East (the Lebanon). **Content:** Definitions and typologies of civil wars. Decolonisation, Democratisation, and State-Building as causes of civil war. The emergence of security dilemmas. The role of economic interests, ethnicity, and external actors in civil wars. Theories of conflict resolution and the settlement of civil wars.

Teaching: 10 seminars in the MT plus one revision seminar in the ST.

Reading list: P Collier, Paul & N Sambanis (Eds), *The Journal of Conflict Resolution* Special Issue on "Understanding Civil War." Vol 46, No 1 (February 2002); H Eckstein, *Internal War: problems and approaches* (New York: Free Press, 1964); R Higham (Ed), *Civil wars in the twentieth century* (Lexington: Free Press, 1972); J Snyder, *From Voting to Violence: Democratization and Nationalist Conflict* (Norton & Co, 2000); B F Walter, *Committing to Peace: The Successful Settlement of Civil Wars*, (Princeton University Press, 2002); B F Walter & Jack Snyder (Eds), *Civil Wars, Insecurity, and Intervention*, (Columbia University Press, 1999).

Assessment: Two-hour written examination.

GV4B9 Half Unit

The Second Europe

This information is for the 2004/05 session.

Teachers responsible: Professor D Lieven, Professor S Balfour and Dr V Dimitrov

Availability: For MSc European Politics and Governance and MSc Comparative Politics and others on request. This course is capped.

Core syllabus: The course explores the problems of delayed modernisation, problematic democratisation, elite-driven nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Spain, Italy, Austria-Hungary, Sweden, and Ireland. It addresses the socio-economic and cultural structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to the present day. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and war.

Content: The emergence of core and periphery in Europe; Problems of modernisation; Ruling elites and structures of power; State nationalism and problems of nation-state building, including sub-state nationalism, identity and ethnicity; Religion; Political parties and ideologies from autocracy to liberalism to authoritarianism; The Fascist model and varieties

of right-wing authoritarianism in the 1920s and 1930s; The Communist model in Russia and Eastern Europe; The Empire of the European periphery, in particular the relationship between the metropolis and the colonies or component parts of empire; War and its effects, including the colonial wars and the First and Second World Wars.

Teaching: 10 lectures and 12 seminars.

Reading list: I Berend & G Ranki, *The European periphery and industrialization, 1780-1914* (Cambridge, 1982); R Bidéleux, *A history of Eastern Europe: crisis and change* (London, 1997); E Gellner, *Nations and Nationalism* (Oxford, 1983); E Hobsbawm, *The age of capital, 1848-1875* (London, 1975), *The age of empire, 1875-1914* (London, 1989), *Age of extremes: the short twentieth century, 1914-1991* (London, 1994) and *Nations and nationalism since 1780* (Cambridge, 1992); M Hroch, *Social preconditions of national revival in Europe* (New York, 2000); D Lieven, *Empire*, (London, 2000) and *The aristocracy in Europe 1815-1914* (London, 1992); M Mann, *The sources of social power. Vol. 2, The rise of classes and nation states, 1760-1914* chapters 7-8, 12-14, 16, 20-21 (Cambridge, 1993); A Mayer, *Dynamics of counterrevolution in Europe, 1870-1956: an analytic framework* (New York, 1971); B Moore, *Origins of dictatorship and democracy* (Boston, 1967); K Polanyi, *The great transformation: The political and economic origins of our time* (Boston, 2001); A Roshwald, *Ethnic Nationalism and the Fall of Empires. Central Europe, the Middle East and Russia* (London, 2000); N Stone, *Europe Transformed 1878-1919* (Oxford, 1999); A D Smith, *Nationalism and Modernism* (London, 1998); E A Wrigley, *People, cities and wealth: the transformation of traditional society* (Oxford, 1987).

Assessment: A two-hour unseen written examination in June (75%) and one assessed essay of 2,500 words (25%).

GV4C2 Half Unit

Globalisation, conflict and post-totalitarianism

This information is for the 2004/05 session.

Teachers responsible: Professor Mary Kaldor, Dr Vesna Bojicic-Dzelilovic and Dr Denisa Kostovicova

Availability: For MSc Global Politics. Students from other programmes may take this course, subject to space.

Core syllabus: This course addresses a series of issues faced by countries emerging out of totalitarian regimes in the era of globalisation.

Content: The course offers a theoretically informed account of the challenges faced by post-totalitarian transition countries in the era of globalisation, and examines them empirically primarily in reference to the Balkans but with examples from the Middle East as well as post-Soviet countries. The regions chosen are those which have experienced particular difficulties in effecting a peaceful process of transition to democracy, market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation and the reasons why the legacy of totalitarianism is different from the legacy of classic authoritarian states. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, new wars in the context of international intervention, and international protectorates. Transition economy includes both an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) as well as the perverse effects of illegal economic networks and organised crime stemming both from the totalitarian past and the impact of globalisation. The last block of questions investigates post-totalitarian societies from the perspective of transition justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of post-totalitarianism triggered by the simultaneity of transition and globalisation. **Teaching:** 10 one-and-a-half hour lectures and 10 one-and-a-half hour seminars. Students will also be encouraged to participate in the South East European discussion group run by the Centre for the Study of Global Governance, if timetabling allows.

Reading list: Robin Cohen, *Global diasporas: an introduction*, UCL Press, 1997; Mark Juergensmeyer, *Terror in the mind of God: the global rise of religious violence*, University of California Press, 2000; Anthony Giddens, *Runaway world: how globalisation is reshaping our lives*, Profile, 2002; Anthony D Smith, *Nations and nationalism in a global era*, Polity Press, 1995; Manuel Castells, *The rise of the network society*, Blackwell, 2000; Cohen Stanley, *States of denial: knowing about atrocities and suffering*, Cambridge, UK, Polity, Malden, MA, Blackwell Publishers, 2001; R Naylor, *Wages of crime: black markets, illegal finance and the underworld economy*, Cornell University Press, 2002; Maňa Todorova, *Imagining the Balkans*, New York, Oxford University Press, 1997; Petr Kopecky & Cas Mudde (Eds), *Uncivil society?: contentious politics in post-communist Europe*, Routledge, 2002; Peter Siani-Davies & Stephanie Schwandner-Sievers (Eds), *International intervention in the Balkans: a critical evaluation*, Routledge, 2003; Paul Hockenos, *Homeland calling: exile patriotism and the Balkan wars*, Cornell University Press, 2003; Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity, 1999.

Assessment: One 5,000-word essay (50%). One two-hour unseen written exam (50%).

GV4M1 Half Unit

Skills Programme 1

This information is for the 2004/05 session.

Teachers responsible: Dr Matt Mulford, B802 and Dr Paul Mitchell, K308. Other staff participants: Dr Martin Bauer, Professor George Gaskell, B811, Colin Mills, B809.

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy, MSc Public Policy and Administration, MSc European Politics and Governance and new Research Students in Government.

Pre requisites: All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: This programme provides a grounding in the skills needed for undertaking political science research at postgraduate level.

Content: The programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1. Research Skills. The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks students move on to:

2. Quantitative Methods. Students who have no previous experience of statistics and data analysis should take component **MI451: Quantitative Analysis 1: Description and Inference** taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data.

If you register for course GV4M1 you will automatically be included on MI451.

Students who have already studied statistics and data analysis should take:

MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study').

This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers.

If you register for course as GV4M2 you will automatically be included on MI452.

3. Research Design and Qualitative Methods. Students must take **MI401: Concepts and Methods in Social Inquiry** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of various research strategies in the social sciences. **Please note this course is automatically included when you register for either GV4M1 or GV4M2.**

Teaching: The quantitative courses include lectures and computer classes; the research design course is lecture based.

Reading list: J F Healey, *Statistics: A Tool for Social Research*, 4th edn; Gary King, Robert Keohane & Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*.

Assessment: The examinations for GV4M1 are GV4M1a (based on MI451) and GV4M1b (based on MI401). The examinations for GV4M2 are GV4M2a (based on MI452) and GV4M2b (based on MI401).

Passing the Skills Programme is required as part of the MSc degree. The quantitative course and the research design course are taught and examined as separate courses with separate results, even though they collectively form the 'Skills program'. It is only possible to retake an exam that was failed. Under no circumstances is it possible to retake an exam that was passed.

GV4M2 Half Unit

Skills Programme 2

This information is for the 2004/05 session.

Teachers responsible: Dr Matt Mulford, B802 and Dr Paul Mitchell, K308. Other staff participants: Dr Martin Bauer, Professor George Gaskell, B811, Colin Mills, B809.

Availability: For MSc Comparative Politics, MSc Public Policy, MSc European Politics and Policy, MSc European Politics and Governance and new Research Students in Government.

Pre requisites: All students not already familiar with IBM PCs should register on the IT induction course early in the MT and complete the session on 'Introduction to PCs' and 'Introduction to Windows 95'.

Core syllabus: Core syllabus: This programme provides a grounding

in the skills needed for undertaking political science research at postgraduate level.

Content: The programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

1. Research Skills. The opening weeks introduce students to skills needed in their particular MSc course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks students move on to:

2. Quantitative Methods. Students who have no previous experience of statistics and data analysis should take component **MI451: Quantitative Analysis 1: Description and Inference** taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data.

If you register for course GV4M1 you will automatically be included on MI451.

Students who have already studied statistics and data analysis should take:

MI452: Quantitative Analysis 2: the Generalized Linear Model also taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study').

This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work. All students must take one of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and/or one of the course teachers.

If you register for course as GV4M2 you will automatically be included on MI452.

3. Research Design and Qualitative Methods. Students must take **MI401: Concepts and Methods in Social Inquiry** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of various research strategies in the social sciences. **Please note this course is automatically included when you register for either GV4M1 or GV4M2.**

Teaching: The quantitative courses include lectures and computer classes; the research design course is lecture based.

Reading list: J F Healey, *Statistics: A Tool for Social Research*, 4th edn; Gary King, Robert Keohane & Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*.

Assessment: The examinations for GV4M1 are GV4M1a (based on MI451) and GV4M1b (based on MI401). The examinations for GV4M2 are GV4M2a (based on MI452) and GV4M2b (based on MI401).

Passing the Skills Programme is required as part of the MSc degree. The quantitative course and the research design course are taught and examined as separate courses with separate results, even though they collectively form the 'Skills program'.

It is only possible to retake an exam that was failed. Under no circumstances is it possible to retake an exam that was passed.

GV4M3 Half Unit

Comparative Politics Skills Programme 1

This information is for the 2004/05 session.

Teacher responsible: Dr Erik Ringmar, K309

Availability: Compulsory for MSc Comparative Politics (main stream).

Core syllabus: Qualitative and quantitative methodology. Intended as research training for MSc students in the government department.

Contents: The course has two main components.

Component One: **MI451: Quantitative Analysis I: Description and Inference.** Students who have no previous experience of statistics and data analysis should take component **MI451: Quantitative Analysis 1: Description and Inference** taught by the Methodology Institute (see course description in the section on 'MPhil/PhD Programmes of Study').

This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. Students who have already studied statistics and data analysis should take: **MI452: Quantitative Analysis 2: the Generalized Linear Model** (see GV4M4).

If you register for course GV4M3 you will automatically be included on MI451 and GV4A9.

Component Two: **GV4A9 Comparative Politics Skills Course.** (see course description in *Government* courses). This is a web-based course in qualitative research methods, introducing basic research methodology and philosophy of science. There are on-line readings, quizzes and exercises that students complete in their own time. In addition, live lectures will be given by members of the comparative politics staff. We cover the formulation of research questions; explanations and theories; definitions

and taxonomies; comparative method; and historical method.

Reading list: *A New Handbook of Political Science*, edited by Robert E Goodin & Hans-Dieter Klingeman (Oxford University Press, 1996); Gary King, et al *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994); Alasdair MacIntyre, *Against the Self-Images of the Age: Essays on Ideology and Philosophy* (University of Notre Dame Press, 1971); Karl Popper, *Conjectures and Refutations* (Harper Torchbooks, 1965); Barry Buzan & Richard Little, *International Systems in World History* (Oxford University Press, 2000).

Assessment: The quantitative methods course will be examined as explained in MI451. The qualitative methods course will be assessed on the basis of a 1,500 word essay. Each component will count for 50% of the final mark.

GV4M4 Half Unit

Comparative Politics Skills Programme 2

This information is for the 2004/05 session.

Teacher responsible: Dr Erik Ringmar, K309

Availability: Compulsory for MSc Comparative Politics (main stream).

Core syllabus: Qualitative and quantitative methodology. Intended as research training for MSc students in the government department.

Contents: The course has two main components.

Component One: MI451 **Qualitative Analysis II: The Generalised Linear Model.** Taught by the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression, logistic regression and loglinear modelling. In both courses students must complete exercises and project work.

If you register for course as GV4M4 you will automatically be included on MI452 and GV4A9.

Component Two: GV4A9 **Comparative Politics Skills Course.** (see course description in Government courses). This is a web-based course in qualitative research methods, introducing basic research methodology and philosophy of science. There are on-line readings, quizzes and exercises that students complete in their own time. In addition, live lectures will be given by members of the comparative politics staff. We cover the formulation of research questions; explanations and theories; definitions and taxonomies; comparative method; and historical method.

Reading list: *A New Handbook of Political Science*, edited by Robert E Goodin & Hans-Dieter Klingeman (Oxford University Press, 1996); Gary King, et al *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994); Alasdair MacIntyre, *Against the Self-Images of the Age: Essays on Ideology and Philosophy* (University of Notre Dame Press, 1971); Karl Popper, *Conjectures and Refutations* (New York: Harper Torchbooks, 1965); Barry Buzan & Richard Little, *International Systems in World History* (Oxford University Press, 2000).

Assessment: The quantitative methods course will be examined as explained in MI452. The qualitative methods course will be assessed on the basis of a 1,500 word essay. Each component will count for 50% of the final mark.

GY403 Half Unit

Contemporary Debates in Human Geography

This information is for the 2004/05 session.

Teacher responsible: Professor S Corbridge, S407, with contributions from Professor I Gordon, Dr M Low, Dr M Mason, Dr E Neumayer, Dr A Pratt and Professor Y Rydin

Availability: MSc Human Geography Research and nominated MPhil/PhD Geography students in their first year of registration.

Core syllabus: To cover a range of influential approaches to the discipline of geography. To understand the relation of past approaches to those currently employed. To appreciate the dynamic constitution of the discipline and the changing research foci.

Content: This is a course based upon intensive reading of key and canonical texts within the discipline. As such the content will be flexible. Topics will be based upon the following: scale and space; histories of geography; economy and culture; risk society; nature and society; new economic geographies; ecological modernisation; post-developmentalism; feminism and geography.

Teaching: 10 x two-hour introductory lectures and student-led seminars in MT and LT. Students are expected to carry out directed readings for seminars, and to produce a summary two page essay.

Reading list: U Beck, *Risk Society: Toward a New Modernity*, Sage, 1992; D Harvey, *The Condition of Postmodernity*, Blackwell, 1989; D Harvey, *Spaces of Capital*, Edinburgh, 2001; R Johnston et al, *The Dictionary of Human Geography* (4th edn), Blackwell, 2001; B Macmillan (Ed), *Remodelling Geography*, Blackwell, 1989; D Massey, *Spatial Divisions of Labour* (2nd edn), Macmillan, 1994; *Progress in Human Geography*; G Rose, *Feminism and Geography*, Polity, 1993; D Sayer, *Method in Social Science* (2nd edn), Routledge, 1992; D Livingstone, *The Geographical Tradition*, 1992; L Johnson, *A Morally Deep World*, 1991; P Krugman, *Geography and Trade*, 1991; A Escobar, *Encountering Development*,

Princeton, 1995; N Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*, California, 2003.

Assessment: An unseen exam of two-hours (two from five) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404 Half Unit

Seminar in Local Economic Development

This information is for the 2004/05 session.

Teacher responsible: Dr A Rodriguez-Pose, S506

Availability: For MSc Local Economic Development, MSc Housing Policy and Design and nominated MPhil/PhD Geography students in their first year of registration, but also available to other suitably qualified students.

Core syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development.

Content: General overview of the main aspects involved in the setting-up and monitoring of LED strategies, including changes in competitiveness, the role of infrastructure, the growing importance of networks, clusters and local growth coalitions, marketing strategies, social capital and innovation.

Teaching: 10 x two-hour lecture/seminar in alternate weeks of the MT and LT. Students will be expected to make presentations and participate actively in seminars.

Reading list: R J Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman, 1993; M Best, *The New Competition: Institutions of Industrial Restructuring*, Polity, 1990; R D Putnam, *Bowling Alone. The Collapse and Revival of American Community*, Simon and Schuster, 2000; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W Stöhr (Ed), *Global Challenge and Local Response*, Mansell, 1990; F Sforzi (Ed), *The Institutions of Local Development*, Ashgate, 2003; M Storper, *The Regional World*, Guilford, 1997; A Vázquez-Barquero, *Endogenous Development. Networking, Innovation, Institutions and Cities*, Routledge, 2002.

Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY407

Managing Economic Development

This information is for the 2004/05 session.

Teacher responsible: Dr A Rodriguez-Pose, S506

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management, MSc European Studies, MSc Management and MSc Public Financial Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of the theory and practice of economic development focusing on response to change, stimulation of development, and methods of local or regional delivery.

Content: Semester A: Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization," and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Semester B: This section of the course starts with the analysis of two facts closely linked to globalization (the global ascendancy of subnational governments and economic divergence), before focusing on the strategies being implemented by governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course dwells on examples from Europe, the US, Latin America, and Asia.

Teaching: Each semester will have 12 one-hour lectures and six one-and-a-half hour seminars (GY407.1 and GY407.2).

Reading list: G Clark, M Gertler & M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press, 2000; P Dicken, *Global Shift: Reshaping the Global Economic Map in the 21st Century*, Guilford Press, 2003; J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000; P Krugman & M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

GY408

European Economic Development Management

This information is for the 2004/05 session.

Teacher responsible: Professor I R Gordon, S513. Other teacher involved, Professor P C Cheshire, S405

Availability: Primarily for students taking MSc Local Economic Development, MSc European Political Economy: Transition, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of theoretical and institutional issues, development pre-requisites and economic development policies in the context of actions to stimulate the economic development of local and regional economies. Main focus on European experiences.

Content: Semester A: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, "territorial competition", and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation. Semester B: This section of the course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness; labour market structure and education; human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: Each semester will have 12 one-hour lectures and six one-and-a-half hour seminars (GY408.1 and GY408.2).

Reading list: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; A Amin & N Thrift (Eds), *Globalization, Institutions, and Regional Development in Europe*, Oxford University Press, 1994; G Esping-Andersen, *Social Foundations of Post-Industrial Economies*, Oxford; D C North, *Institutional Change, and Economic Performance*, Cambridge University Press, 1990; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; A Rodriguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon Press, 1998; M Storper, *Regional Worlds*, Guilford Press 1997; J Wolch & M Dear (Eds), *The Power of Geography: How Territory Shapes Social Life*, Unwin & Hyman, 1989.

Assessment: One unseen examination of three hours (75%) and two essays of 1,500 words on a title approved by the course convener to be submitted early in the ST (25%).

GY409 Half Unit

Aspects of Managing Economic Development

This information is for the 2004/05 session.

Teacher responsible: Professor M Storper, S408

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc Human Geography Research, MSc Cities, Space and Society, MSc Development Management, MSc European Studies, MSc Management and MSc Public Financial Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Content: Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization," and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Teaching: 12 one-hour lectures and six one-and-a-half hour seminars (GY409.1).

Reading list: P Aghion & J G Williamson, *Growth, Inequality and Globalization*, Cambridge University Press, 1998; G Clark, M Gertler & M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia & H Voelzkow (Ed), *Local Production Systems in Europe: Rise or Demise?* Oxford University Press, 2001; J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000; P Krugman & M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at

the beginning of the course.

Assessment: One unseen examination of two hours.

GY410 Half Unit

Aspects of European Economic Development Management

This information is for the 2004/05 session.

Teacher responsible: Professor P C Cheshire, S405

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional Science, MSc European Political Economy: Transition, MSc Development Management and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Analysis of theoretical and institutional issues in the context of actions to stimulate the economic development of local and regional economies in Europe. The course focuses on the management of change, theoretical context and stimulation of development in a European context.

Content: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, monetary union, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, "territorial competition", and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation.

Teaching: 12 one-hour lectures and six one-and-a-half-hour seminars (GY408.1).

Reading list: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995.

Assessment: One unseen examination of two hours.

GY411

Urbanisation in the South

This information is for the 2004/05 session.

Teacher responsible: Dr G A Jones, S506a. Other teacher involved, Dr S Chari, S418

Availability: For students taking: MSc Cities, Space and Society, MSc Development Studies, MSc Environment & Development, MSc Human Geography Research, MSc Local Economic Development, MSc Population and Development, MSc Development Studies and MSc International Housing; MSc Urbanisation & Development. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. An elementary knowledge of Third World development issues would be an advantage. NOT to be taken with half units GY431 **Cities, People and Poverty in the South** or GY432 **Cities, Culture and Politics in the South**

Core syllabus: The course focuses on the social and economic consequences of urbanisation in Third World countries paying particular attention to problems of urban poverty, especially in the fields of shelter, work and welfare. The course attempts to combine a spectrum of macro- and micro-level perspectives on urban privation by examining the responses of states, low-income households and civil society organisations to scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Population growth and distribution. Urban development policies. Migration and migrant adaptation. Shelter, land and services. Employment and income. Poverty and poverty alleviation. Household structure and household survival strategies. Nutrition, health and education. Urban social planning: 'top-down' and 'bottom-up' initiatives. Urban economic planning. Globalisation and the convergence of urban types. Urban environmental issues. Politics of urban development. Decentralisation and urban governance. Conceptualising and representing Third World cities. Post-colonialism and post-developmentalism.

Teaching: Two-hour seminars MT and LT (weekly commencing Week one of the MT).

Written work: One essay per term (MT, LT) and seminar presentations.

Reading list: No single book covers the material adequately. Separate reading lists will be provided for each lecture/seminar. Nevertheless, basic reading material includes: A Badshah, *Our Urban Future: New Paradigms for Equity and Sustainability*, 1996; B Aldrich & R Sandhu (Eds), *Housing*

the Urban Poor: Policy and Practice in Developing Countries, 1995; J Beall (Ed), *A City for All*, 1997; R Burgess, et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, 1999; 'Poverty Reduction and Urban Governance', *Environment and Urbanisation*, Vol 12, No 1, 2000; A King, *Culture, Globalisation and the WorldSystem*, 1991; A King (Ed), *Representing the City: Ethnicity, Capital and Culture in the 21st Century Metropolis*, 1996; B Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; D Satterthwaite, *Coping with Rapid Urban Growth*, 2002; J Seabrook, *In the Cities of the South*, 1996; UNCHS (HABITAT), *Cities in a Globalising World: Global Report on Human Settlements*, 2001; F Wilson, N Kanji & E Braathen (Eds), *Poverty Reduction: What Role for the State in Today's Globalised Economy?*, 2001.

Assessment: One extended essay (3,000 words) to be handed in at beginning of ST; three-hour examination paper in ST (three questions out of nine). Course essay (25%); examination (75%).

GY413 Half Unit

Economic Development: Institutions, Networks and Evaluation

This information is for the 2004/05 session.

Teacher responsible: Dr A Rodríguez-Pose, S506

Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc Regional Science, MSc Cities, Space and Society, MSc Global Media and Communications, MSc Development Studies, MSc Development Management, and MSc Management, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Core syllabus: Management and institutions of local or regional economic development.

Content: This course starts with the analysis of two facts closely linked to globalization (the global ascendancy of subnational governments and economic divergence), before focusing on the strategies being implemented by governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course dwells on examples from Europe, the US, Latin America, and Asia.

Teaching: 12 one-hour lectures and six one-and-a-half hour seminars (GY407.2).

Reading list: R J Bennett, *Decentralization, Local Governments and Markets: Towards a Post-Welfare Agenda*, Clarendon Press, 1990; M Castells, *The Rise of the Network Society*, Blackwell Publishers, 1996; P Dicken, *Global Shift: Reshaping the Global Economic Map in the 21st Century*, Guilford Press 2003; J D Donahue, *Disunited States*, Harper Collins, 1997; M Keating, *The New Regionalism in Western Europe*, Edward Elgar, 1998; W E Oates, *Fiscal Federalism*, Harcourt Brace Jovanovich, 1972; R J Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1993; A J Scott, *Regions and the World Economy. The Coming Shape of Global Production, Competition, and Political Order*, Oxford University Press, 1998; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Two-hour unseen examination.

GY414

Gender, Space and Society

This information is for the 2004/05 session.

Teacher responsible: Dr D Perrons, S506b. Other teacher involved, Professor S Chant, S515

Availability: Optional for MSc Gender and Social Policy, MSc Development Studies, MSc Cities, Space and Society, MSc Urbanisation and Development, MSc Gender, MSc Gender, Globalisation and Development, MSc Population and Development and MSc Regulation. Other graduate students may take the course subject to the Regulations for their Degrees. NOT to be taken with GY421 **Gender and Development: Geographical Perspectives** or GY422 **Gender, Work and Urbanisation**.

Core syllabus: An analysis of the geography of gender inequality in the advanced capitalist countries and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

Content: **MT:** Gender inequalities in the western world: Global Women: Globalisation, the new economy, work life balance and social sustainability; theorising the changing organisation of work and gender divisions in the new economy. Gender mainstreaming and the diversity of gender inequality in the European Union. Global cities: polarization and feminisation of work.

Gendered spaces: city spaces, safety and urban design.

LT: Gender inequalities and development in the South. The incorporation of gender into the development agenda. Indicators of gender inequality. Households and families. Fertility and family planning. Health and health care; Reproductive labour. Female labour force participation and gendered dimensions of urban employment. Migration. Gender and development policy and practice.

Teaching: **MT:** 10 x two-hour lectures (weekly).

LT: 10 x two-hour lecture and seminar sessions (weekly).

Additional/extended sessions by arrangement with course teachers, and individual essay meetings MT and LT.

Written work: Students will be expected to produce one essay per term and also make seminar presentations.

Reading list: No single book covers the whole course. The following are useful basic reading:

MT: M Daly & K Rake, *Gender and the Welfare State*, Polity, 2003; M Carnoy, *Sustaining the new economy*, 2000, R Dickens, *The Labour market under new labour*, Macmillan, 2003, B Ehrenrich & A Hochschild, *Global Women*, Granta, 2003, R Fincher & J Jacobs, *Cities of Difference*, 1998, C Hamnett, *Unequal City*, 2003, L McDowell, *Capital Culture*, 1997, J Rubery & D Grimshaw, *The organization of employment*, 2003, S Sassen, *Cities in a world economy*, I M Young, *Inclusion and democracy*, 2000.

LT: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, 2002; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; C Jackson & R Pearson (Eds), *Feminist Visions of Development: Gender Analysis and Policy*, 1998; N Kabere, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; M Marchand & J Parpart (Eds), *Feminism/Postmodernism/Development*, 1995; K Saunders (Ed), *Feminist Post-Development Thought: Re-thinking Modernity, Post-colonialism and Representation*, 2002; C Sweetman (Ed), *Gender in the 21st Century*, 2000.

Assessment: One essay, 3,000 words (25% marks) to be submitted at beginning of ST. One three-hour unseen examination paper, three questions out of nine (75% marks).

GY415 Half Unit

Economic Development: Global Change and Local Response

This information is for the 2004/05 session.

Teacher responsible: Professor I R Gordon, S513

Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc European Political Economy; Integration, MSc Human Geography Research and MSc Management. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core syllabus: Understanding of the development pre-requisites and economic development policies to stimulate local and regional economies. Main focus on European experiences.

Content: This course deals mainly with socio-economic restructuring and labour market change in recent decades and the policy issues which these present to local and regional agencies. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed in detail in the European context. Focuses on the relations between social cohesion and competitiveness; labour market structure and education; human resources in development organisations and in local economies, mobility, clustering and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: 12 one-hour lectures and six one-and-a-half hour seminars (GY408.2).

Reading list: A Amin & N Thrift (Eds), *Globalization, Institutions, and Regional Development in Europe*, Oxford University Press, 1994; Commission of the European Community *Periodic Reports on the Social and Economic Situation of the Regions of the Community*, OPOCE; G Esping-Andersen, *Social Foundations of Post-Industrial Economies*, Oxford; D C North, *Institutional Change, and Economic Performance*, Cambridge University Press, 1990; F Pyke and W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; A Rodríguez-Pose, *Dynamics of Regional Growth in Europe*, Clarendon Press, 1998; M Storper *Regional Worlds*, Guilford Press 1997; J Wolch & M Dear (Eds), *The Power of Geogaphy: How Territory Shapes Social Life*, Unwin & Hyman, 1989.

Assessment: Two-hour unseen examination.

GY416 Not available in 2004/05

Hazard and Risk Management

This information is for the 2004/05 session.

Teacher responsible: Professor D K C Jones, S417

Availability: For MSc Environment and Development, MSc Regulation, MSc Management and Regulation of Risk and other MSc degrees as permitted by regulations.

Core syllabus: An examination of the varied dimensions of hazard and risk with particular, but not exclusive, emphasis on environmental hazards, focusing especially on contemporary debates regarding significance, underlying causes and optimal management approaches.

Content: The nature of hazard, vulnerability, risk and disaster. The hazard and risk archipelagos. Available adjustments to risk. Risk perception and risk communication. Prognostication. Emergency action, relief, rehabilitation and reconstruction. The Behavioural and Structural paradigms. Environmental Risk Assessment. Qualitative and Quantitative approaches. Logic diagrams. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching: 20 x one-and-a-half hour meetings.

Reading list: H D Foster, *Disaster Planning*, 1979; J Handmer & E C Penning-Rowsell, *Hazards and the Communication of Risk*, 1990; K Hewitt, *Regions of Risk*, 1997; A Kirby, *Nothing to Fear*, 1990; R Palm, *Natural Hazards: An Integrative Framework for Research and Planning*, 1990; Royal Society, *Risk: Analysis, Perception and Management*, 1992; K Smith, *Environmental Hazards*, 2000; P Blaikie et al, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; J Adams, *Risk*, 1995; C Hood & D K C Jones, *Accident and Design: Contemporary Debates in Risk Management*, 1996; R E Hester & R M Harrison, *Risk Assessment and Risk Management*, 1998; R Lofstedt & L Frewer, *Risk and Modern Society*, 1998; Red Cross/Red Crescent, *World Disasters Reports*, (Annual); P Pritchard, *Environmental Risk Management*, 2000.

Assessment: There will be a three-hour formal unseen examination requiring three answers from a choice of nine (75%) together with a course work essay of no more than 3,000 words (25%).

GY420

Environmental Regulation: Implementing Policy

This information is for the 2004/05 session.

Teacher responsible: Dr A Gouldson, S414

Availability: GY420 is a compulsory course for all MSc Environmental Policy, Planning and Regulation students. It is also available to be taken by students on other MSc programmes in accordance with the relevant programme regulations.

Core syllabus: Analysis of all stages of the environmental policy process and the performance of the associated institutions and policy instruments. Term one will offer a generic overview of the theory and practice of environmental regulation, term two will offer a more applied and case-based examination of critical issues and contemporary debates.

Content: This course will develop a critical understanding of the factors that shape the various stages of the environmental policy process - from agenda setting through formulation, implementation, enforcement and evaluation. Placing contemporary developments in environmental policy in a comparative/historical context, it will consider the rationale for policy intervention and the factors that shape the influence of different interest groups on the environmental policy making agenda. It will also consider the factors that shape the rationality of governmental decision-making and the performance of different policy instruments. It will consider the influence of implementing agencies and different regulatory styles and the factors that shape the impacts of environmental policy. The course will conclude with an assessment of contemporary developments and future directions in environmental policy and regulation.

Teaching: Nine (one-and-a-half hour) lectures and five (one-hour) seminars in the MT and two (two-hour) lectures and eight (two-hour) seminars in the LT.

Written work: Students are expected to prepare one or two seminar papers.

Reading list: Unfortunately there is no one single text that covers all aspects of the course. Although a number of core texts (see below) provide a useful introduction to the different aspects of the course, wider reading, particularly of research papers, is essential.

Core reading: R Baldwin, C Scott & C Hood, *A Reader on Regulation*, Oxford University Press (1998); N Carter, *The Politics of the Environment*, Cambridge (2001); J Connelly & G Smith, *Politics and the Environment*, Routledge (1999); T Doyle & D McEachern, *Environment and Politics*, Routledge (1998); A Gouldson & J Murphy, *Regulatory Realities*, Earthscan (1998); B Hutter, *Compliance: Regulation and the Environment*, Clarendon Press (1997); A Ogun, *Regulation: Legal Form and Economic Theory*, Clarendon Press (1994); W Parsons, *Public policy: an introduction to the theory and practice of policy analysis*, Edward Elgar, Aldershot (1996); J Rees, *Natural Resources: Allocation, Economics and Policy*, Routledge (1990); A Weale, *The New Politics of Pollution*, Manchester University Press (1992).

Assessment: There is a three-hour formal examination paper. In addition, there is a course essay of 3,000 words maximum, on a topic to be set by the teacher. The course essay will account for 25% of the final marks, the formal examination for 75%.

GY421 Half Unit

Gender and Development: Geographical Perspectives

This information is for the 2004/05 session.

Teacher responsible: Professor S Chant, S515

Availability: For students taking MSc Urbanisation and Development, MSc Gender, Development and Globalisation, MSc Human Geography Research, MSc Cities Space and Society, MSc Environment and Development, MSc Gender, MSc Gender and Social Policy, MSc Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries, MSc Development. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Core syllabus: An analysis of gender roles, relations and inequalities in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Content: Incorporation of gender into development analysis and practice. Indicators of gender inequality and the 'status of women'. Households, families and kinship. Fertility and family planning. Health and health care. Reproductive labour. Employment. Female labour force participation. Migration. Gender and development policy and practice. Men and masculinities in GAD.

Teaching: 10 x two-hour lecture and seminar sessions LT (starting week one).

Written work: Students will be expected to produce one essay during the course (one term).

Reading list: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, 2002; K Bhavnani, J Foran & P Kurian (Eds), *Feminist Futures: Re-imagining Women, Culture and Development*, 2003; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; N Kabere, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; M Marchand & J Parpart (Ed), *Feminism/Postmodernism/Development*, 1995; K Saunders (Ed), *Feminist Post-Development Thought: Re-thinking Modernity, Post-colonialism and Representation*, 2002; C Sweetman (Ed), *Gender in the 21st Century*, 2000; K Willis & B Yeoh (Eds), *Gender and Migration*, 2000.

Assessment: One essay of 2,500 words to be submitted at beginning of ST (25%); One two-hour unseen examination, two questions out of five in ST (75%).

GY422 Half Unit

Gender, Work and Urbanisation

This information is for the 2004/05 session.

Teacher responsible: Dr D Perrons, B505

Availability: For students on MSc Cities Space and Society, MSc Human Geography Research, MSc Local Economic Development, MSc Gender, MSc Gender, Development and Globalisation, MSc Gender and Social Policy. This course may be combined with GY421 above as a full-unit course.

Core syllabus: The course focuses on contemporary economic and social restructuring in the global new economy, the implications for gender roles and gender relations and the organisation of urban space.

Content: Gender inequalities in the western world: Global Women: Globalisation, the new economy, work life balance and social sustainability; theorising the changing organisation of work and gender divisions in the new economy. Divisions in labour of paid and unpaid work, migrant workers and the global care chain. Gender mainstreaming and the diversity of gender inequality in the European Union. Global cities: polarisation and feminisation of work. Gendered spaces: city spaces, safety and urban design.

Teaching: 10 x two-hour sessions lecture and seminar (weekly).

Written work: Students will be expected to produce one essay and also make seminar presentations.

Reading list: M Carnoy, *Sustaining the new economy*; M Daly & K Rake, *Gender and the Welfare State*, 2003; R Dickens, *The Labour market under new labour*, 2003; B Ehrenrich & A Hochschild, *Global Women*, 2003; R Fincher & J Jacobs, *Cities of Difference*, 1998; C Hamnett, *Unequal City*, 2003; J Lewis, *Should we worry about family change*, 2003; L McDowell, *Capital Culture*, 1997; J Rubery & D Grimshaw, *The organization of employment*, 2003, S Sassen, *Cities in a world economy*; I M Young, *Inclusion and democracy*, 2000.

Assessment: One essay (2,500 words) (25%). One two-hour unseen paper, two questions out of five (75%).

GY423

Environmental Evaluation of Economic Development

This information is for the 2004/05 session.

Teacher responsible: Dr E Neumayer, S416. Other teacher involved: Dr A Gouldson, S414

Availability: This course will form a core course for the MSc in Environmental Policy, Planning & Regulation. It may be taken as an option by other MSc students where regulations allow. The first part of this course is also available as a stand-alone half-unit course (GY444 **Environmental Assessment in the Planning Process**). Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 **Economics A**.

Core syllabus: In the MT, this course will combine a number of theoretical and practical perspectives on the relations between environment and economy and on the greening of industrial development. The course will draw upon conceptual discussions relating to eco-efficiency, ecological modernisation and sustainable development. Within the context of these debates, the course will consider the scope for decoupling industrial development from environmental impact, offering a critical analysis of the potential of new technologies and techniques and the influence that changes in environmental performance can have on the competitiveness of firms.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the Availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress toward sustainable development.

Content: MT: An Environmental Assessment of Economic Development; Eco-Efficiency, Ecological Modernisation and Sustainable Development; Science, Technological Progress and the Environment; Innovation, Embeddedness and Technological Lock-in; The Competitive Implications of Environmental Protection; Integrating Environment into Industrial Development (1) - Environmental Management Systems and Environmental Auditing; Integrating Environment into Industrial Development (2) - Life-Cycle Assessment, Product Environmental Management and Green Consumerism; Industry and Environment in Developing Countries; Evolutions in Corporate Environmental Governance; Regulation, Self-Regulation and Access to Information; A Critical Analysis of Ecological Modernisation.

LT: Environment-economy linkages and environmental and natural resource economics; Neoclassical economics versus ecological economics; Cost-benefit analysis and the environment; The concept of sustainable economic development; The 'source'-side: Resource Availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

Teaching: The course will be taught through a combination of 19 weekly lectures and 19 weekly seminars.

Reading list: MT: P Hawken, A Lovins & H Lovins, *Natural Capitalism: The Next Industrial Revolution*, (1999); A Gouldson & J Murphy, *Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation*, (1998); M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment*; A Mol & D Sonnenfeld (Eds), *Ecological Modernisation Around the World*, (2000); C Sheldon & M Yoxon, *Installing Environmental Management Systems, A Step by Step Guide*, (1999); S Zadek, P Pruzan & R Evans, *Building corporate accountability: emerging practices in social and ethical accounting, auditing and reporting*, (1997). **LT:** E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 2nd edn, Edward Elgar, 2003; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, Earthscan, 2001; J Kahn, *The Economic Approach to Environmental Resource Economics*, Dryden Press, 1998; M Jacobs, *Greening the Economy*, Pluto Press, 1991.

Assessment: A three-hour written examination (75%) and a 3,000 word extended essay (25%).

GY430

Contemporary Urbanism

This information is for the 2004/05 session.

Teacher responsible: Dr A C Pratt, S410. Other teacher involved: Dr M M Low, S512

Availability: Students registered on MSc Cities programme; other graduate students are welcome but should seek the permission of the course director.

Core syllabus: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities. As crucibles of social transformation, successful interventions in contemporary cities around the globe require

awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city.

Content: The emergence and history of the notion of the urban - the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Class, politics and citizenship; Immigration, race and empire in urban form: imperial and colonial cities; Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world - a new internationalism or a cultural politics of difference. Two topics will be selected for further investigation in an individual student projects.

Teaching: 10 x two-hour meetings in MT, 10 x two-hour meetings in LT.

Reading list: M Cross & M Keith (Eds), *Racism, the city and the state*, 1993; M Davis, *City of Quartz*, 1991; J Eade (Ed), *Living the Global City*, 1997; A Escobar & S Alvarez (Eds), *The Making of Social Movements in Latin America: Identity, Strategy and Democracy*; J Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A King (Ed), *Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis*, 1996; A King, *Urbanism, Colonialism and the World Economy*, 1990; P Rabinow, *French Modern: Norms and Forms of the Urban Environment*, 1989; S Sassen, *The global city: London, Tokyo, New York*, 1991; D Simon, *Cities, Capital and Development: African cities in the world economy*, 1992; L Sandercock, *Towards Cosmopolis*, 1998; M P Smith, *Transnational Localism*, 2001; E Soja, *Postmetropolis*, 2000; S Zukin, *The Cultures of Cities*, 1995.

Assessment: Unseen three-hour examination (75%); two projects of 2,000 words (25%).

GY431 Half Unit

Cities, People and Poverty in the South

This information is for the 2004/05 session.

Teacher responsible: Dr Sharad Chari, S418

Availability: For students taking MSc Cities, Space and Society, MSc Human Geography Research; also MSc Development Studies, MSc Environment and Development, MSc Gender, MSc Population and Development, MSc Regional and Urban Planning Studies, MSc Social Policy and Planning in Developing Countries, MSc International Housing. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411

Urbanisation in the South

Core syllabus: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and welfare of low-income groups, and the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs.

Content: Spatial patterns and trends in urban development; population and migration; shelter and housing; urban services; the conceptualisation and measurement of urban poverty; employment and urban labour markets; household survival strategies and structural adjustment; households and gender; women-headed households; nutrition and health; education; social welfare; youth and ageing; children in cities; community development, participatory planning and urban social movements.

Teaching: Weekly seminars 10 x two-hours in LT.

Reading list: B Aldrich & R Sandhu (Eds), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J Beall (Ed), *A City for All*, 1997; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant, *Gender, Urban Development and Housing*, 1996; S Chant with N Craske, *Gender in Latin America*, 2003; V Desai & R Potter (Eds), *The Companion to Development Studies*, 2002; A Grinspun (Ed), *Choices for the Poor*, 2001; 'Poverty Reduction and Urban Governance', *Environment and Urbanisation*, Vol 11, No 2, 2000; J Gugler (Ed), *Cities in the Developing World*, 1997; D Satterthwaite, *Coping with Rapid Urban Growth*, 2002; B Roberts, *The Making of Citizen: Cities of Peasants Revisited*, 1995; UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996; UNCHS (Habitat), *Cities in a Globalising World: Global Report on Human Settlements*, 2001; World Bank, *World Development Report 2000/2001: Attacking Poverty*, 2000; F Wilson, N Kanji & E Braathen (Eds), *Poverty Reduction: What Role for the State in Today's Globalised Economy?*, 2001. **Key journals/reports:** *Environment and Urbanisation*, *Third World Planning Review*, *Human Development*

Report (UNDP).

Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the ST. One two-hour unseen examination in ST (75%); two questions out of five.

GY432 Half Unit

Cities, Culture and Politics in the South

This information is for the 2004/05 session.

Teacher responsible: Dr G A Jones, S506a

Availability: For students taking MSc Cities, Space and Society, MSc Human Geography Research and MSc Environment and Development. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411

World Urbanisation.

Core syllabus: This course aims to provide theoretically informed perspectives on social and cultural aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Content: Representing Third World cities; colonial management, sanitation and race; post-colonialism and modernism; globalisation and global cities; conservation and heritage; border cities, and the city as theme park; contests for public and private space; urban movements and citizenship, and cities in contemporary development discourse.

Teaching: 10 two-hour seminars in the MT.

Written work: One essay and seminar presentations.

Reading list: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each seminar. Nevertheless, basic reading material includes: S E Alvarez, E Dagnino & A Escobar, *Cultures of Politics, Politics of Cultures, Revisioning Latin America, Social Movements*, 1998; N Devas & C Rakodi, *Managing fast growing cities: new approaches to urban planning and management in the developing world*, 1993; N Harris, *Cities and Structural Adjustment*, 1996; J Holston, *The Modernist City: An Anthropological Critique of Brasilia*, 1990; A King, *Re-presenting the City: ethnicity, capital and culture in the 21st Century Metropolis*, 1996; P Rabinow, *French Modern: norms and forms of the social environment*, 1995; B Yeoh, *Contesting Space: power relations and the urban built environment in Colonial Singapore*, 1996. **Assessment:** One extended essay (2,500 words) (25%) to be handed in at beginning of ST; two-hour examination paper at end of academic year (two questions out of five) (75%).

GY433 Half Unit

Planning for Sustainable Cities

This information is for the 2004/05 session.

Teacher responsible: Professor Y Rydin, S413

Availability: Course principally intended for MSc Environmental Policy, Planning and Regulation, MSc Cities, Space and Society; MSc City Design and Social Science; other MSc Students may attend with the permission of their tutor and the teacher. Not available to those taking GY453.

Core syllabus: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course will focus largely on the problems facing developed countries.

Content: The course comprises ten lectures on the following themes; sustainability, sustainable development and the urban level; sustainability indicators; environmental Assessment; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form; Local Agenda 21; public participation; environmental governance.

Teaching: Lectures: five x one-hour in Weeks 1-5 of MT (joint with GY453); five x one-hour in Weeks 6-10 of MT; Seminars: 10 x one-hour in Weeks 1-10 in MT).

Reading list: Detailed reading on specific policy areas will be provided. The basic principles are covered in: J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Haughton & C Hunter, *Sustainable Cities*, 1994; P Selman, *Local Sustainability*, 1996; R Gilbert et al *Making Cities Work*, 1996; D Satterthwaite (Ed), *The Earthscan Reader in Sustainable Cities*, 1999; J Ravelz, *City Region 2020*, 2000.

Assessment: A formal two-hour unseen examination (two questions from five); students are expected to prepare a seminar paper but this does not contribute to the formal assessment.

GY434 Half Unit

Discourse Approaches to Environmental Planning

This information is for the 2004/05 session.

Teacher responsible: Professor Yvonne Rydin, S413

Availability: Intended primarily for students on MSc Human Geography Research, MSc Cities, Society and Space, MSc Environment and Development and MSc Media and Communications; can be taken by students on other MSc programmes with the permission of their Programme Director.

Core syllabus: The course examines the processes by which 'environmental issues' are socially constructed, the theoretical frameworks for understanding such processes and the associated institutional contexts.

Content: The syllabus for the 10 weeks is as follows:

1. Constructing the Environment: constructionism, embedded constructionism, and Actor-Network Theory
2. Constructing Scientific Discourse: GMOs
3. Foucauldian Approaches to the Environment
4. Constructing 'Our Common Future': the rhetorical method
5. Environment and Culture: the contribution of literary studies
6. Environment and Culture: the contribution of anthropology
7. Media and Environment: text, images and new social movements
8. Media and Risk: the role of the 'lay' and the 'expert'
9. Risk Communication: the role of the professional
10. Discourse, Negotiation and Deliberation

Teaching: 10 x one-hour lecture, plus 10 x one-hour seminar in MT.

Reading list: S Allan, B Adam & C Carter, *Environmental Risks and the Media* Routledge, 2000; J G Cantrill & C L Oravec (Eds), *The Symbolic Earth: discourse and our creation of the environment*, University Press of Kentucky, 1996; G Chapman, K Kumar, C Fraser & I Gaber, *Environmentalism and the Mass Media: the North-South divide* Routledge, 1997; E Darier (Ed), *Discourses of the Environment*, Basil Blackwell, 1999; J Dryzek, *The Politics of the Earth: environmental discourses*, OUP, 1997; J Hannigan, *Environmental Sociology: a social constructionist perspective*, Routledge, 1995; P Macnaghten & J Urry, *Contested Natures* Sage Publications, 1998; G Myerson & Y Rydin, *The Language of Environment: a new rhetoric*, UCL Press, 1996.

Assessment: Two-hour unseen written examination (100%); students will be expected to make seminar presentations and submit a written version of their presentation for comment.

GY435

Environment and Development: Economics and Institutions

This information is for the 2004/05 session.

Teacher responsible: Dr E Neumayer, S416. Other teacher involved, Dr T Forsyth, U205

Availability: This course will form a core course for the MSc in Environment and Development. It may be taken as an option by other MSc students where regulations allow. Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 **Economics A**.

Core syllabus: In the MT the course is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels (the international level is discussed in the course DV415). The course is also concerned with how these relationships are perceived and understood in particular development contexts. Firstly, a range of explanatory frameworks are introduced, with particular attention to political ecology, gendered resource access, and environmental narratives. Secondly, we critically analyse a number of resource management institutions as promoted by donors and governments, and practiced by local communities. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for the promotion of sustainable and equitable development. This term's teaching may also be taken individually by students not registered for the MSc Environment and Development as a half unit under DV413.

In the LT this course will provide an economic evaluation of the environment from both a neoclassical and an ecological economics perspective. The course looks at fundamental concepts of environmental evaluation, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, examines the consequences of uncertainty and ignorance on environmental evaluation and analyses indicators for measuring progress toward sustainable development.

Content: MT: Interdisciplinary environmental science for development; Discourses of environmentalism; political ecology, access to resources, and environmental narratives; gender and population in environmental management; the state, the community, common property resources, and co-management of land and forests; environmental movements and environmental politics.

LT: Environment-economy linkages and environmental and natural resource economics; Neoclassical economics versus ecological economics; Cost-benefit analysis and the environment; The concept of sustainable

economic development; The 'source'-side: Resource Availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Trade and Environment; Measuring progress towards sustainability: Green Net National Product (GNNP) and the Index of Sustainable Economic Welfare (ISEW).

Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars.

Reading list: W M Adams, *Green Development* (2nd edn), Routledge, 2000; W M Adams & M Mulligan, *Decolonizing Nature: Strategies for Conservation in a Postcolonial Era*, Earthscan, 2002; T Benton & M Redclift (Eds), *Social Theory and the Global Environment*, Routledge, 1994; T Forsyth, *Critical Political Ecology: the politics of environmental science*, Routledge, 2003; M Leach & R Mearns (Eds), *The Lie of the Land: challenging received wisdom in African environmental change and policy*, James Currey, 1996; E Ostrom, *Governing the Commons*, Cambridge University Press, 1990; R Peet & M Watts (Eds), *Liberation Ecologies: environment, development, socialmovements* (2nd edn), Routledge, 2004; E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 2nd edn, Edward Elgar, 2003; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, Earthscan, 2001; J Kahn, *The Economic Approach to Environmental Resource Economics*, Dryden Press, 1998; M Jacobs, *Greening the Economy*, Pluto Press, 1991.

Assessment: One three-hour written examination (75%) and one 3,000 word extended essay (25%) for MSc Environment and Development students who write a dissertation and all other students. One three-hour written examination (75%) and one 5,000 word extended essay (25%) for MSc Environment and Development students who do not write a dissertation.

GY436

Nationalism, Democracy and Development in Contemporary India

This information is for the 2004/05 session.

Teachers responsible: Professor Stuart Corbridge (Geography), S407 and Professor John Harriss (DESTIN), U106

Availability: For MSc Geography & Environment and DESTIN students; also for other students on request to the teachers.

Core syllabus: The aim of the course is to develop an analysis of the politics, economy and society of contemporary India, in its international context.

Content: Geography and the Idea of India; Colonialism and the Construction of Tradition; the Political Economy of Colonialism; Indian Nationalism, the Constituent Assembly and the Invention of Modern India; Economic Planning and the Agrarian Question; Rural-Urban Relations and the Ruralization of Politics; Poverty; the Crisis of Indian Planning and Liberalization; Globalization and the Indian Economy; Development and the Environment; Local Politics and the Congress System; Caste and Religion in Indian Politics; Hindu Nationalism and the Rise of the BJP; Social Movements and Popular Democracy; Indian Federalism and the Local Developmental State; India's Place in a Globalizing World.

Teaching: 20 lectures in the MT and LT, and 18 classes.

Reading list: A Ahmad, *Lineages of the Present: Ideology and Politics in Contemporary South Asia*, Verso, 2000; C Bayly, *Indian Society and the Making of the British Empire*, Cambridge, 1988; S Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge, 1999; J Bhagwati, *India in Transition: Freeing the Economy*, Oxford, 1993; A Bhaduri & D Nayyar, *The Intelligent Person's Guide to Liberalization*, Penguin India, 1996; P Bidwai & A Vanaik, *South Asia on a Short Fuse*, Oxford, 1999; S Bose & A Jalal (Eds), *Nationalism, Democracy and Development*, Oxford, 1997; P Brass, *The Politics of India Since Independence*, Cambridge, 1994; P Brass, *Theft of an Idol*, Princeton, 1997; J Breman, *Footloose Labour: Working in India's Informal Economy*, Cambridge, 1996; T Byres (Ed), *The Indian Economy: Major Debates Since Independence*, Oxford, 1998; R Cassen & V Joshi (Eds), *India: the Future of Economic Reform*, Oxford, 1995; P Chatterjee, *A Possible India*, Oxford 1997; P Chatterjee, *The State and Politics in India*, Oxford 1997; S Corbridge & J Harriss, *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*, Polity, 2000; J Dreze & A Sen, *India: Economic Development and Social Opportunity*, Oxford, 1995; F Frankel, *India's Political Economy*, Princeton, 1978; C Fuller (Ed), *Caste Toda*, Oxford, 1996; M Gadgil & R Guha, *This Fissured Land: An Ecological History of India*, Oxford, 1992; A Gupta, *Postcolonial Developments: Agriculture in the Making of Modern India*, Duke, 1998; T Hansen, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*, Princeton, 1999; C Jaffrelot, *The Hindu Nationalist Movement in India*, Hurst, 1996; R Jenkins, *Democratic Politics and Economic Reforms in India*, Cambridge, 1999; S Kaviraj, *Politics in India*, Oxford, 1997; S Khilnani, *The idea of India*, Hamish Hamilton, 1997; A Kohli (Ed), *India's Democracy*, Princeton, 1988; A Kohli, *Democracy and DisContent: India's Crisis of Governability*, Cambridge, 1990; A Kohli (Ed), *The Successes of Indian Democracy*, Cambridge, 2001; R Kothari, *Politics in India*, Little and Brown, 1970; T Madan, *Modern Myths, Locked Minds; Secularism and Federalism in India*,

Oxford, 1997; O Mendelsohn & M Vicziany, *The Untouchables*, Cambridge, 1998; J Sachs, A Varshney & N Bajpai (Eds), *India In The Era of Economic Reforms*, Oxford, 1999; L Rudolph & S Rudolph, *The Modernity of Tradition*, Chicago, 1967; L Rudolph & S Rudolph, *In Pursuit of Lakshmi*, Chicago, 1987; A Vanaik, *The Painful Transition*, Verso, 1990; A Vanaik, *TheFuries of Indian Communalism*, Verso, 1997. *JournalsEconomic and Political Weekly* is essential. The news magazine *Frontline* will be valuable.

Assessment: Will be by means of two essays of 1,500 words (30%) and a final examination (70%)

GY440 Half Unit

Urban Policy and Development in the South

This information is for the 2004/05 session.

Teacher responsible: Dr Gareth A Jones

Availability: MSc Urbanisation and Development, MSc Environment and Development, MSc Cities, Space and Society, MSc Local Economic Development and MSc Regional and Urban Planning.

Core syllabus: This course concentrates on key urban policy debates in the South over the past two decades. It highlights the interconnections between evolving development trends, and urban policy and research. **Content:** Urban policy and Development; Access to Land; Security of Tenure; Land Price Trends; Public Housing; Squatter Upgrading; Micro and Formal Housing Finance; New Policy Agenda; Sustainable and Inclusive Cities; Public-private partnerships; NGO 'practice'.

Teaching: 10 one-hour lectures and 10 one-hour seminars MT.

Written work: One essay of 1,500 words.

Reading list: A Azuela, E Duhaio & E Ortiz (Eds), *Evictions and the Right to Housing: experience from Canada, Chile, the Dominican Republic, South Africa and South Korea*, IDRC (1998); K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, Routledge (1999); A Durand-Lasserve & L Royston, *Holding their Ground: secure land tenure for the urban poor in developing countries*, Earthscan (2001); E Fernandes & A Varley (Eds), *Illegal Cities: Law and Urban Change in Developing Countries*, Zed (1998); M Hamza & R Zetter (Eds), *From Welfare to Market: The State, Aid and Policy Shifts in Urban Development Programmes*, Earthscan (2002); G A Jones (Ed), *Land Markets in Transition*, Lincoln Institute of Land Policy, Cambridge, Massachusetts (2002); G A Jones & P M Ward, *Methodology for Land and Housing market Analysis*, UCL Press (1994); G Payne (Ed), *Making Common Ground: Public-Private Partnerships in the Provision of Land for Housing*, Intermediate Technology Books (1999); C Rakodi (Ed), *Urban livelihoods: a people centred approach to reducing urban poverty*, Earthscan (2002); B Roberts, *The Making of Citizens: Cities of Peasants Revisited*, London (1995); H de Soto, *The Mystery of Capital: Why Capitalism works in the West and fails just about everywhere else*, Bantam Books (2001); UNCHS, *Cities in a Globalizing World*, Earthscan (2001).

Assessment: One assessed essay of 2,500 words (25%) and one two-hour unseen examination (75%).

GY442 Half Unit

Critical Perspectives on the Greening of Industry

This information is for the 2004/05 session.

Teacher responsible: Dr Andrew Gouldson, S414

Availability: An optional half-unit for students taking MSc Environment and Development. Also available to other students subject to programme regulations.

Core syllabus: This course will combine a number of theoretical and practical perspectives on the relations between environment and economy and on the greening of industrial development. The course will draw upon conceptual discussions relating to eco-efficiency, ecological modernisation and sustainable development. Within the context of these debates, the course will consider the scope for decoupling industrial development from environmental impact, offering a critical analysis of the potential of new technologies and techniques and the influence that changes in environmental performance can have on the competitiveness of firms.

Content: An Environmental Assessment of Economic Development: Eco-Efficiency, Ecological Modernisation and Sustainable Development; Science, Technological Progress and the Environment; Innovation, Embeddedness and Technological Lock-in; The Competitive Implications of Environmental Protection; Integrating Environment into Industrial Development (1) - Environmental Management Systems and Environmental Auditing, Integrating Environment into Industrial Development (2) - Life-Cycle Assessment, Product Environmental Management and Green Consumerism; Industry and Environment in Developing Countries; Evolutions in Corporate Environmental Governance: Regulation, Self-Regulation and Access to Information; A Critical Analysis of Ecological Modernisation.

Teaching: One weekly lecture (one-hour) supported by weekly classes (one-hour).

Reading list: Basic texts include: P Hawken, A Lovins & H Lovins, *Natural Capitalism: The Next Industrial Revolution*, (1999); A Gouldson & J Murphy, *Regulatory Realities: The Implementation and Impact of Industrial*

Environmental Regulation, (1998); M Jacobs (Ed), *Greening the Millennium? The New Politics of the Environment*; A Mol & D Sonnenfeld (Eds), *Ecological Modernisation Around the World*, (2000); C Sheldon & M Yoxon, *Installing Environmental Management Systems, A Step by Step Guide*, (1999); S Zadek, P Pruzan & R Evans, *Building corporate accountability: emerging practices in social and ethical accounting, auditing and reporting*, (1997).

Assessment: A two-hour written examination in the ST.

GY444 Half Unit

Environmental Assessment in the Planning Process

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Rayner, S508. Other teacher involved, Dr Giles Atkinson

Availability: A compulsory course for students taking the MSc Environmental Policy, Planning and Regulation. Optional for students taking MSc Environment and Development and MSc Regional and Urban Planning Studies. Also available to other students subject to programme regulations.

Core syllabus: This course will examine the role of environmental assessment in the planning process. It will introduce the techniques of (EIA) at the project level and strategic environmental Assessment (SEA) and sustainability appraisal at the programme, plan and policy levels and provide a critical examination of their application in different contexts. It will also examine the demand for economic evidence in appraisals of projects with environmental impacts and consider the ways in which this evidence can be gathered through different approaches to cost-benefit analysis (CBA). The course will present various case-studies and include lectures from environmental assessment practitioners.

Content: Sustainability and the planning process; science and uncertainty; participation and deliberation in environmental assessment and decision-making; the selection of appropriate environmental assessment techniques; adaptation of assessment instruments to sustainability goals; reviewing quality and effectiveness of environmental assessment practice; EIA, SEA and cost-benefit analysis (CBA); the demand for economic evidence in appraisal of projects with environmental impacts; scope of economic evidence - non-market valuation and total economic value; non-market valuation of environmental impacts using (1) original studies (contingent valuation etc.) (2) secondary data ("benefits transfers") and the relative merits of each.

Teaching: One weekly lecture (one-hour) supported by weekly classes (one-hour).

Reading list: Basic texts include: J Glasson *et al*, *Introduction to environmental impact assessment; principles and procedures, process, practice, and prospects* (1999); J Petts (Ed), *Handbook of Environmental Impact Assessment* (Vols 1 and II (1999)); R Therivel & M Partidario *The Practice of Strategic Environmental Assessment* (1994); R Therivel, *Doing Strategic Environmental Assessment* (2004); D W Pearce *et al* (Eds), *Valuing the Environment in Developing Countries*, (2002); P Champ *et al*, *A Primer on non-market valuation* (2003).

Assessment: A two-hour written examination in the ST.

GY450

Regional and Urban Planning Problems Seminar

This information is for the 2004/05 session.

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S377

Availability: Course intended primarily for MSc Regional and Urban Planning Studies.

Core syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and urban and transport economics and the speakers will either be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy.

Content: Issues of current concern and debate within urban development transport and planning.

Teaching: GY450: five (one-and-a-half hour) seminars in the MT; EC450: 10 (one and-a-half-hour) seminars in the LT.

Assessment: There is no Assessment in this course but the Content will contribute towards the course GY454 **Urban Policy and Planning** and EC436 **The Economics of Regional and Urban Planning**.

GY453 Half Unit

Geographical Aspects of Regional and Urban Planning

This information is for the 2004/05 session.

Teacher responsible: Dr D Perrons, B505. Other Teaching involved, Professor Y Rydin, S413

Availability: This course is intended primarily for MSc Regional and Urban Planning Studies, MSc Local Economic Development, MSc Regulation. Other graduate students may attend by permission.

Core syllabus: To explore the contribution of spatial and environmental analysis to the understanding of regional and urban planning processes.

Two themes are chosen for particular attention; a) the analysis of regional and urban development and issues involved in the formulation of regional policy, b) planning for sustainable urban development.

Content: Theories of uneven regional development; regions in the global economy; regional inequality and social cohesion in the European Union National and supra-national policies for regional regeneration; inward regional investment, endogenous development. Sustainable regional development; sustainability, sustainable development and the urban level; sustainability and normative models of the policy process; the applicability of policy tools for sustainability at the local level; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form.

Teaching: 10 lectures and 10 seminars in MT.

Reading list: A detailed reading list will be issued at the start of the course. M Breheny (Ed), *Sustainable Development and Urban Form*, 1992; Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Haughton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *Local Sustainability*, 1996; R Gilbert *et al*, *Making Cities Work*, 1996; P Daniels, *Knowledge, Space, Economy*, 2000; A Scott, *Regions and the World Economy*, 1998; A Scott (Ed), *Global City Regions*, 2001; R Hudson & A Williams (Eds), *Divided Europe*, 1999; H Schmitz, *Local Enterprises in the Global Economy, Issues of Governance and Upgrading*, Edward Elgar.

Assessment: A two-hour unseen examination paper taken in June.

GY454 Half Unit

Urban Policy and Planning

This information is for the 2004/05 session.

Teachers responsible: Dr A Thornley, S420. Other teacher involved, Dr N Holman, A238

Availability: Course intended primarily for MSc in Regional and Urban Planning Studies. Also available for MSc Human Geography and other MSc students when regulations permit.

Core syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches. **Content:** Development of urban regeneration policy; current British urban policy initiatives; urban containment policy; new settlements and new urbanism; public private partnerships; spatial transformation of cities; mega projects and retail development; city marketing.

Teaching: 10 (one-hour) lectures in the LT and 10 (one-and-a-half hour) seminars (GY454). The course will be accompanied by seminar EC450.

Reading list: Urban Task Force, *Urban Renaissance*; DETR, *Our Towns and Cities: The future*; R Atkinson & G Moon, *Urban Policy in Britain*; P Hall & C Ward, *Sociable Cities*; E Blakely & M Snyder, *Fortress America*; N Bailey *et al*, *Partnership Agencies in British Urban Policy*; D Judd & S Fainstein, *The Tourist City*; J Munnigan, *Fantasy City*; T Hall & P Hubbard, *The Entrepreneurial City*.

Assessment: A two-hour unseen examination paper in June.

GY455 Half Unit

Economic Aspects of Project Appraisal

This information is for the 2004/05 session.

Teacher responsible: Dr G Atkinson, S412

Availability: Option for MSc Regional and Urban Planning Studies, MSc Management and Regulation of Risk, MSc Human Geography, MSc Cities, Space and Society, MSc City Design and Social Science and MSc Environment and Development. Other graduate students are welcome to attend if their course regulations permit.

Core syllabus: This course is concerned with the foundations and practical use of applied welfare economics in the context of project appraisal and policy evaluation.

Content: Introduction to economic aspects of project appraisal. Conceptual foundations of cost-benefit analysis. Measurement of costs and benefits. Designing stated preference studies to value non-market goods. Valuing health and safety risks. Benefits transfer: using data from secondary sources. The application of project appraisal methods to the transport and health-care sectors. Classes will focus extensively on practical case studies of the appraisal of projects by for example development agencies such as The World Bank. Examples particularly from environmental, health, development and transport policy in the developed and developing world.

Teaching: Six x two-hour lectures and four x two-hour seminars in the LT.

Reading list: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: A E Boardman *et al* *Cost-Benefit Analysis: Concepts and Practice*, 2001; R

Layard & S Glaister (Eds), *Cost-Benefit Analysis*, 1994; P Champ *et al*, *A Primer on Non-market Valuation*, 2003.

Assessment: A two-hour unseen written examination in the ST.

GY456 Half Unit

Issues in Environmental Regulation

This information is for the 2004/05 session.

Teacher responsible: Dr A Gouldson, S414

Availability: Course intended primarily for MSc Regional and Urban Planning Studies, MSc Human Geography Research, MSc Environment and Development. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

Course syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

Content: The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution.

Teaching: Two x two-hour Lectures and eight x two-hour seminars in the LT.

Reading list: Reading lists are provided for the lectures and seminar topics. Additional general reading includes: W M Adams, *Green Development*, 2001; A Gouldson & J Murphy, *Regulatory Realities*, 1998; J Martinez-Alier, *The Environmentalism of the Poor*, 2002; J Roberts, *Environmental Policy*, 2003.

Assessment: An unseen two-hour examination taken in June.

GY457

Applied Urban and Regional Economics

This information is for the 2004/05 session.

Teacher responsible: Dr C Hilber, S418a

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Finance, MSc Human Geography Research. The course assumes that students already have a knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Core syllabus: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.

Content: Topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth - theory and evidence; land and real property markets; the economics of urban transport and the impact of land market regulation including the economic impact of land use planning; urban labour markets; measuring the quality of life; local public finance. The institutional frame of reference within which the course is taught relates mainly to Western Europe and the United States.

Teaching: 40 hours of lectures and 20 x two-hour seminars in the MT and LT. Students will be expected to prepare presentations and written essays.

Reading list: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: D DiPasquale & W Wheaton, *Urban Economics and Real Estate Markets*, 1996; A O'Sullivan, *Urban Economics* (5th edn), 2003; J F McDonald, *Fundamentals of Urban Economics*, 1997; P C Cheshire & E S Mills, *Handbook of Regional and Urban Economics Vol III, Applied Urban Economics*, North Holland, 1999; M Fujita, *Urban Economic Theory*, 1988.

Assessment: Three-hour written examination in June (75%) and two x 2,000 word essays (25%).

GY458 Half Unit

Real Property Market Practice

This information is for the 2004/05 session.

Teacher responsible: Professor P C Cheshire, S405

Availability: This course is intended primarily for students on the MSc in Real Estate Economics and Finance and MSc Human Geography Research. It is available as an option to other students on other programmes who have an interest in real estate markets.

Core syllabus: An examination of how real property markets operate in practice and of the analytical techniques and data available to analysts and practitioners.

Core Content: The availability and structure of data sets in the context of property. Problems of: price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. Measuring property performance. Specific sector case studies: industrial, retail, commercial, residential. Investment portfolio choice and management. Briefing on course essay. Defining research objectives and methodology in practice.

Teaching: 10 x two-hour seminars MT. The majority of the seminars are provided by practitioners in real estate research and analysis.

Reading list: CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; *Journal of Property Research*, *Estates Gazette*.

Assessment: A 3,000 word essay identifying a research problem in real estate markets on a specific issue (eg 'The market for and the demand for food outlets' or 'How could we measure the advantages and disadvantages of mortgage securitisation?') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set.

GY460 Half Unit

Techniques of Spatial Economic Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr Henry Overman, S511

Availability: Intended for students on the MSc in Regional Science programme. Available as an option to students on other programmes who can show they are suitably qualified.

Core syllabus: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale.

Content: Spatial data. Statistics for spatial data. Local analysis. Point pattern analysis. Analysis of spatial interactions. Spatial regression and statistical analysis for spatial data. Application of these techniques to both the testing of theoretical models in economic geography and the analysis of government policy.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. Roughly half the seminars will take the form of classes to discuss pre-assigned exercises. The other half will involve discussion of pre-assigned papers.

Reading list: A detailed reading list will be distributed at the start of the course. The core technical material is covered in: N Cressie, *Statistics for Spatial Data*; A Fotheringham, C Brunsdon & M Charlton, *Quantitative Geography: Perspectives on Spatial Data Analysis*; L Anselin, *Spatial econometrics: Methods and models*; W Isard, *Methods of Interregional and Regional Analysis*.

Assessment: An unseen examination of two hours (75%) and a project of not more than 2,500 words to be handed in at a specified date in the ST (25%).

GY495

Research Methods in Planning

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc Regional and Urban Planning Studies students.

Core syllabus: To provide students with some basic skills of statistical analysis.

Content: Introduction to data and basic data description techniques. Index construction. Measures of association. Inferential statistics. Other techniques may be added to the course syllabus in response to student needs.

Teaching: Five lectures and five workshops in the MT.

Reading list: D Ebdon, *Statistics in Geography* (2nd edn), 1985; J Healy, *Statistics: a tool for social research*, 1996; P Newbold, *Statistics for Business and Economics* (4th edn), 1995; G Robinson, *Methods & Techniques in Human Geography*, 1998; J Fielding & N Gilbert, *Understanding Social Statistics*, BLPES [HA29 F45] (2000).

Further reading on particular techniques will be supplied during the course.

Assessment: All students will have to reach the required standard through passing the given exercise. Students are required to submit two reports during the MT.

GY499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Programme Director of relevant MSc programme. Other teacher involved, Professor I Gordon, S513

Availability: For students taking MSc Cities, Space and Society, MSc Environmental Policy, Planning and Regulation; MSc Environment and Development; MSc Human Geography Research; MSc Local Economic Development; MSc Real Estate Economics and Finance; MSc Regional and Urban Planning Studies, MSc Urbanisation and Development and MSc Regional Science.

Core syllabus: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Arrangements for supervision: The dissertation should reflect the candidates' own views. The dissertation may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence

of competence in research methods. Guidance on topic selection and methods will normally be provided by the Programme Director. In LT, there will be two individual tutorial sessions independently arranged usually with the Programme Director. The dissertation is primarily a reflection of the candidate's own work; hence feedback will not be given on drafts of the dissertation.

Teaching: Two Lectures and two workshops in the MT. An introduction to preparing, planning and writing a Master's dissertation, including choosing a topic, writing and keeping track of sources, time management and data sources and information handling.

Assessment: The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in late August/early September in the academic year registered (Full-Time), or the subsequent year (Part-Time). Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

HY400

International History in the Twentieth Century

This information is for the 2004/05 session.

Teacher responsible: Dr N Ashton, E409

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations.

Pre requisites: A prior knowledge of 20th century world history is an advantage. Students unfamiliar with the subjects covered should do some preliminary reading.

Core syllabus: The history of international relations from the First World War to the end of the Cold War. Particular stress is placed upon the key turning points and crisis decision-making.

Content: German decision-making, July 1914; Peacemaking, 1919; the Ruhr Crisis; The Manchurian and Abyssinian crisis; the Munich Conference, the Nazi-Soviet Pact; Hitler's decision to attack the Soviet Union; the outbreak of the Pacific War; the decision to drop the Atomic Bomb; the origins of containment; the Berlin Blockade; the Korean War; the Suez-Hungary crisis; the Cuban Missile Crisis; the US and Vietnam; the Arab-Israeli Wars of 1967 and 1973; détente; the fall of détente; the end of the Cold War.

Teaching: 21 weekly seminars (HY400). A number of well-researched essays and brief class presentations will be assigned during the year.

Written work: Students must submit four pieces of written work. These of consist of three essays of up to 3,000 words in length and one timed class essay.

Reading list: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W R Keylor, *The Twentieth-Century World: an International History*, C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; W A McDougall, *France's Rhineland Diplomacy, 1914-1924*; J Jacobson, *Locarno Diplomacy: Germany and West, 1925-1929*; P M H Bell, *The Origins of the Second World War in Europe*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; T E Vadny, *The World Since 1945*; J L Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*; R Crockatt, *The Fifty Years War*.

Assessment: There will be one three-hour written examination in the ST. Candidates will be expected to answer three questions, with at least one taken from each section of the paper.

HY401

Europe: Unity and Disunity since the Renaissance

This information is for the 2004/05 session.

Teacher responsible: Professor M Rodriguez-Salgado, E603

Availability: For MA/MSc History of International Relations and MSc in European Studies.

Core syllabus: This is a general course designed to provide essential historical and cultural background about Modern Europe. It focuses on the movements, ideas and events which have forged a distinctive European identity from c1500 to the present day. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course.

Content: Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin. We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery, Russia and Ottoman/Muslim Europe.

Teaching: 22 seminars of two hours (HY401).

Written work: Students will be required to write three essays and to answer a mock examination question.

Reading list: A full bibliography will be provided, but these general

works give useful background as well as a broad notion of the themes to be covered: D Hay, *Europe. The Emergence of an Idea* (Edinburgh University Press, 1957, 1968); J B Duroselle, *Europe: A History of its Peoples* (Penguin, 1990); M Beloff, *Europe and the Europeans: An International Discussion* (London, 1957); P Rietbergen, *Europe. A Cultural History* (Routledge, 1998); J Merriman, *A History of Modern Europe from the Renaissance to the Present* (Norton paperback, 1996); D Heater, *The Idea of European Unity* (Leicester University Press, 1992); M J Rodriguez-Salgado, 'In Search of Europe', *History Today*, Vol 42 (February 1992).

Assessment: There will be a three-hour unseen written examination in the ST which accounts for 75% of the mark. The third essay will be assessed and will make up the remaining 25%.

HY408 Not available in 2004/05

Nationalism, Communism and Conflict in East Asia, 1931-1954

This information is for the 2004/05 session.

Teacher responsible: Dr Antony Best, E408

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Pre requisites: There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the 20th century would be useful.

Core syllabus: The political, economic and military history of East Asia from 1933 to 1954.

Content: Subjects covered by this course will include: the failure of the Powers to establish a new status quo in East Asia following the Manchurian Crisis, the effect of the Depression and the significance of ideas of autarky, the rise of Soviet-Japanese antagonism, the outbreak of the Sino-Japanese war and the Western response, the Second United Front in China, the road to Pearl Harbour, Allied diplomacy in the Second World War, the Chinese Civil War, the occupation of Japan, the 'Who Lost China' debate and the rise of McCarthyism in the United States, communism and decolonisation in South-East Asia, the origins and course of the Korean war, the San Francisco Peace Conference and the American-Japanese security treaty, the Geneva Conference of 1954.

Teaching: The course will be taught by 21 lectures and 22 classes in the MT, LT and ST.

Written work: Students will be required to write three essays and one mock examination over the academic year.

Reading list: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential: A Best, *Britain, Japan and Pearl Harbor*, D Borg & S Okamoto (Eds), *Pearl Harbor as History*; P Calvocoressi, G Wint & J Pritchard, *Total War*, Vol 2; B Cumings, *The Origins of the Korean War*, Vols 1 & 2; J W Garver, *Chinese-Soviet Relations, 1937-1945*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; M Schaller, *The American Occupation of Japan*.

Assessment: One three-hour unseen examination paper in the ST accounts for 75% of the mark. The third essay during the academic year will be assessed and make up the remaining 25%.

HY409

The Origins and Conduct of the Second World War, 1935-1945

This information is for the 2004/05 session.

Teacher responsible: Dr Sue Onslow, E408

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: The course covers three themes in the history of the Second World War that are normally treated separately, but were in reality inextricably intertwined: its diplomatic, internal-political, and ideological origins; its military, strategic, and economic preparation; and its conduct by governments and peoples. The course aims to introduce students to a variety of methods and interpretative perspectives; to provide comprehensive understanding of the origins, events, and dynamics of the Second World War; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the greatest war in history.

Content: After an introduction to the structure of world politics in the interwar period and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyse German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy, strategy, and unit-level fighting power, the wars in East Asia and the Pacific, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching: 22 two-hour weekly seminar meetings (HY409, MT, LT, ST).

Written work: Students will be expected to submit two 3,000-word

essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders) and in addition to complete a one-hour mock examination in ST. Essays do not form part of the final course Assessment, but are an expected component of the course, and essential preparation for the course examination.

Reading list: A seminar programme and full bibliography will be provided at the first meeting, and can also be found, along with other course materials, in the departmental public folders. The following works offer useful background: G Weinberg, *The Foreign Policy of Hitler's Germany and A World at Arms*; W Murray, *The Change in the European Balance of Power, 1938-39*; M Knox, *Mussolini Unleashed, 1939-1941 and Common Destiny*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; O Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*; R B Frank, *Downfall: The End of the Imperial Japanese Empire* (New York, 1999).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. Candidates will be expected to answer three questions.

HY411

European Integration in the Twentieth Century

This information is for the 2004/05 session.

Teacher responsible: Dr N P Ludlow, E508

Availability: For MA/MSc History of International Relations, MSc European Studies, MSc Nationalism and Ethnicity and where regulations permit.

Pre requisites: A prior knowledge of 20th-century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Core syllabus: The antecedents and development of Western European integration from the First World War to the 1990s.

Content: European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; the Council of Europe; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement, monetary integration, and developments in the 1970s and 1980s; recapitulation and themes.

Teaching: There will be 22 weekly seminars of one-and-a-half hours. In addition there will be a series of 10 dedicated lectures.

Written work: Four essays will be required in the course of the year. The second essay in the LT will be an assessed piece of work counting towards the final assessment.

Reading list: Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D W Urwin, *The Community of Europe: A History of European Integration since 1945* (London, 1991); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998).

Assessment: 75% of the final mark will be determined by an unseen three-hour written exam held in the ST. Candidates will be expected to answer three questions, at least one from each of two sections. In addition the fourth piece of written work, produced during the LT, will be assessed and will account for the remaining 25% of the mark.

HY412 Not available in 2004/05

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

This information is for the 2004/05 session.

Teacher responsible: Professor P Preston

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: A detailed analysis of the relationship between political and social tensions within Spain and the international context of the pre-1939 period, the Second World War and the Cold War.

Content: The course consists of three chronologically linked sections. It will examine the international dimension of the Spanish Civil War and the interplay between domestic and international factors in determining its outcome. It will then analyze the causes and consequences, international and domestic, of Spanish neutrality in the Second World War. Finally, it will examine the process of transition from international ostracism of the Franco dictatorship, the United condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact

of Madrid signed in 1953.

Teaching: There are 22 hours of lectures (shared with HY209) and 22 hours of classes (HY412) given by Professor P Preston.

Reading list: A very substantial reading list is issued at the beginning of MT. The following titles are strongly recommended as preliminary reading: S Balfour & P Preston (Eds), *Spain and the Great Powers* (Routledge, 1999); B Liedtke, *Embracing A Dictatorship: US Relations with Spain, 1945-53* (Macmillan, 1998); C Leitz & D J Dunthorn (Eds), *Spain in an International Context, 1936-1959* (Berghahn Books, New York, 1999); D Little, *Malevolent Neutrality: The United States, Great Britain, and the Origins of the Spanish Civil War* (Cornell University Press, 1985); P Preston, *A Concise History of the Spanish Civil War* (Fontana Books, 1996); P Preston, *Franco: A Biography* (HarperCollins, 1993); R Rein, *Spain and the Mediterranean since 1898* (Frank Cass, 1999); H Thomas, *The Spanish Civil War* (Penguin, 1977).

Assessment: There will be a three-hour written examination in the ST in which the candidate will be required to answer three questions.

HY414

French External Relations in the Era of de Gaulle, 1940-1969

This information is for the 2004/05 session.

Teacher responsible: Dr R W D Boyce, E506

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations.

Pre requisites: A reading knowledge of French would be useful but is by no means essential.

Core syllabus: The course examines the principal aspects of French foreign, colonial and European relations from the collapse of the Third Republic in 1940 to Charles de Gaulle's resignation as first president of the Fifth Republic in 1969.

Content: Topics will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French approaches to the German problem; Jean Monnet, Robert Schuman, René Pleven and France's role in the making of the European Community; the Indo-China war, the Algerian war, the Suez crisis and the shift from formal to informal empire in Black Africa; the impact of external affairs on domestic politics, and the return of de Gaulle in 1958; de Gaulle's European policy and opposition to British entry into the EEC; de Gaulle's challenge to American leadership of the Western Alliance; France as a nuclear power; the Gaullist legacy in French external policy.

Teaching: 22 two-hour seminars including brief class presentations and some use of video material (HY414).

Written work: Students will be expected to produce at least four essays during the year. They will also be expected to give informal class papers.

Reading list: A detailed course outline and reading list will be distributed at the beginning of the courses. The following books are recommended as introductory reading: C de Gaulle, *War Memoirs*, 3 vols, (1955-60); J Jackson, *France: the Dark Years, 1940-1944* (2001); R O Paxton & N Wahl (Eds), *De Gaulle and the United States* (1994) M Shipway, *The Road to War: France and Vietnam, 1944-1947* (1997); H A Kissinger, *The Troubled Partnership* (1966); C G Cogan, *Forced to Choose: France, the Atlantic Alliance and NATO* (1997); A Clayton, *France: Soldiers and Africa* (1988).

Assessment: One three-hour unseen examination paper.

HY422 Not available in 2004/05

President, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-89

This information is for the 2004/05 session.

Teacher responsible: Dr S Casey, E601

Availability: Intended primarily for the MA/MSc History of International History and the MSc Theory and History of International Relations.

Course syllabus: Using a range of primary as well as secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to the present.

Content: The course begins by looking at how Americans have often divided along sectional, ethnic and ideological lines when viewing the outside world; changes in the media and the way it covers foreign-policy issues; and the linkages presidents have developed in their attempts to monitor and mould the media and mass opinion. It then explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Holocaust, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-

making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

Teaching: 22 seminars of two-hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions.

Written work: Students are required to produce three essays during the year. There will also be a mock exam (a one-hour timed essay) in the first of the two revision classes in the ST.

Reading list: A full bibliography accompanies the course and the teacher will advise on reading. M Small, *Democracy and Diplomacy* (1996); O R Holsti, *Public Opinion and American Foreign Policy* (1996); S Casey, *Cautious Crusade* (2001); D Foyle, *Counting the Public In* (1999); R Sobel, *The Impact of Public Opinion on US Foreign Policy since Vietnam* (2001).

Assessment: A three-hour unseen written examination in the ST. A mock examination paper will be distributed to students at the first meeting to familiarise themselves with the structure of the examination. The final examination will count for 100% of the final course assessment.

HY423

Empire, Colonialism and Globalization

This information is for the 2004/05 session.

Teachers responsible: Dr Joya Chatterji, E602, Professor Dominic Lieven, K208 and Dr Joan Pau Rubiés, E500

Availability: Intended primarily for MA/MSc History of International Relations, MSc Theory and History of International Relations and MSc Comparative Politics (Empire).

Core syllabus: The history of empires and their legacy in the contemporary world.

Content: The course analyses specific imperial formations, from classical Rome through to the contemporary era. It explores comparative and theoretical debates concerning how empires are run, the dynamics of their success and decline and the ways in which they manage multi-ethnicity and nationalisms. It looks at imperial ideologies, the processes of decolonisation and the emergence of 'neo-colonialism' in the twentieth century. The course also explores the extent to which the imperial past has helped to shape the processes of globalisation in the contemporary world. Themes covered will include the emergence of European commercial and territorial empires, the Ottoman and Tsarist empires on Europe's periphery, agrarian empires in India and China, the conquest of America, the British Indian empire, Japanese imperialism in the 20th century, the Soviet empire, as well as general and comparative discussions of the technologies and ideologies of empire, and imperial legacies in the former colonies and metropolitan societies.

Teaching: The course will be taught in 20 one-hour lectures and 20 one-hour seminars, ten each in the Michaelmas and Lent terms.

Reading list: Full Reading lists will be provided. As introductory reading, students should consult M Doyle, *Empires*, Cornell University Press, Ithaca, 1986; P Kennedy, *The rise and fall of the great powers*, 1988; J Tracy (Ed), *The Political Economy of Merchant Empires*, Cambridge, 1993; G V Scammell, *The First Imperial Age*, London, 1989; J H Parry, *Trade and Dominion*, London, 1971; D Lieven, *Empire. The Russian Empire and its Rivals*, Pimlico, 2003; C A Bayly, *Imperial Meridian*, London, 1989; S Howe, *Empire. A Very Short Introduction*, Oxford University Press, 2002; G Lundestad, *The Fall of Great Powers*, Oxford University Press, 1994.

Assessment: Three-hour written examination in the ST.

HY424

The Napoleonic Empire: The Making of Modern Europe?

This information is for the 2004/05 session.

Teacher responsible: Professor Janet Hartley E405

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Comparative Politics (Empire) and MSc Nationalism and Ethnicity. Other Master's students may take this course as permitted by the regulations for their degree.

Core syllabus: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt on all of Europe and parts of the non-European world. Through an analysis of both the areas directly incorporated into the Napoleonic empire and of those outside it, the course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created and the states and society which it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact on the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire not

only at the time but also in the later nineteenth and twentieth centuries. **Content:** The making of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the empire on countries which remained outside it and on the non-European world; the diplomacy of war and the diplomatic 'system' which emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815; developments in culture and the arts in support or reaction to the empire; the 'myth' of empire; case study of the use of the Napoleonic myth in the twentieth century (the 1812 and 1941 invasions of Russia compared in Soviet literature). Extensive use will be made of primary materials which will be available in a course pack.

Teaching: 22 two-hour seminars.

Written work: Students will be required to write three essays, one of which will be formally assessed. They will also be required to answer a mock examination question.

Reading list: A detailed Reading list will be issued at the beginning of the course.

Useful introductory works include: G Ellis, *The Napoleonic Empire*; M Broers, *Europe under Napoleon 1799-1815*; S J Woolf, *Napoleon's Integration of Europe*; C Esdaile, *The French Wars 1792-1815*; O Connelly, *Napoleon's Satellite Kingdoms*; P Geyl, *Napoleon, For and Against*. **Assessment:** 75% by three-hour examination; 25% course assessment of a 4,000 word essay.

HY426 Not available in 2004/05

The European Enlightenment, c1680-1830

This information is for the 2004/05 session.

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations students. Also available as an outside option.

Core syllabus: The objective of the course is to introduce students to the main themes of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Content: The Enlightenment is conventionally taken to be the period in which philosophy, history, economics and anthropology and other social sciences began to emerge as discrete disciplines independent of state and church control. The course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world.

The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau and Kant, among others, will be highlighted, and fleshed out with a detailed study of selected texts including the writings of Voltaire, Gibbon, Smith and Diderot.

Teaching: The course will be taught by both lectures (HY315) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and two revision sessions in the ST.

Written work: Four assignments are required, two essays of up to 3,000 words each, a formal assessed presentation, and a mock examination (in the ST).

Reading list: A full Reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations: T C W Blanning, *The culture of power and the power of culture* (2002); T Munck, *The Enlightenment* (2000); D Outram, *The Enlightenment* (1995); R Porter, *The Enlightenment* (2001); *Anthologies*: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment: A three-hour written examination in the ST.

HY429

Anglo-American Relations from World War to Cold War, 1939-91

This information is for the 2004/05 session.

Teacher responsible: Dr N Ashton, E409

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: This course analyses the changing nature of the Anglo-American "special" relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

Content: Anglo-American relations in historical perspective; the creation of

the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American "Occupation" of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations, 1939-60; the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; transatlantic influences on culture and society since 1945; intelligence co-operation; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

Teaching: The course will be taught by means of 22 seminars of two hours duration during the MT, LT and ST.

Written work: Four pieces of written work must be submitted by students taking this course. These consist of three essays of up to 3,000 words in length and one timed class essay.

Reading list: For an introduction to Anglo-American relations, students should consult the following texts: D Reynolds & D Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); C Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); A Dobson, *Anglo-American Relations in the Twentieth Century* (1995); W R Louis & H Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); R Owendale, *Anglo-American Relations in the Twentieth Century* (1998); D Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.

Assessment: A three-hour written examination in the ST.

HY430 Not available in 2004/05

The Marshall Plan, the Cold War and the Making of Post-War Europe

This information is for the 2004/05 session.

Teacher responsible: Dr R Boyce, E506

Availability: Optional course intended primarily for the MA/MSc History of International Relations and the MSc Theory and History of International Relations.

Core syllabus: The course examines the origins of the Marshall Plan and its significance for Europe and European-American relations. It attempts a balanced approach to the subject by giving due weight to its political, diplomatic, economic, and security aspects.

Content: The historiography of the Marshall Plan and the origins of the Cold War in Europe; East-West relations and the post-war German problem; France, Britain, and the idea of a 'Third Way' for Europe; the Communist challenge in France, Italy, Belgium, and Greece, and the fate of Popular Front governments in Western Europe after 1944; factors shaping America's abandonment of isolationism and its commitment to European security; the Milward thesis and other perspectives on post-war European reconstruction; the economic consequences of the Marshall Plan; the political consequences of the Plan including its relationship to the East-West division of Europe and the onset of the Cold War; Soviet reactions including the establishment of the Cominform and People's Democracies, and the Soviet-Yugoslav split; the recovery of West German sovereignty, the revival of the 'European' movement the creation of the Council of Europe, the Schuman Plan and the European Payments Union; the militarisation of alliances with the formation of NATO and the Warsaw Pact.

Teaching: 22 two-hour seminars in the MT, LT and ST.

Written work: Students will be expected to produce four essays during the year and to make informal seminar presentations.

Reading list: A detailed course outline and Reading list will be distributed at the beginning of the course. The following books are recommended as introductory reading: R Mayne, *Postwar: The Dawn of Today's Europe* (1983); S Hoffmann & C S Maier, *The Marshall Plan: a retrospective* (1984); J Becker & F Knipping (Eds), *Power in Europe? Great Britain, France, Italy and Germany in a postwar world, 1945-50* (1986); F Gori & S Pons (Eds), *The Soviet Union and Europe in the Cold War, 1943-53* (1996); A Bullock, *Ernest Bevin, Vol III, Foreign Secretary, 1945-51* (1985); R A Pollard, *Economic Security and the origins of the Cold War, 1945-1950* (1985); M Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963* (1999); C A Wurm (Ed), *Western Europe and Germany: The Beginnings of European Integration, 1945-1960* (1995). **Assessment:** One three-hour written examination paper in the ST. Candidates will be expected to answer three questions.

HY431

The Cold War and the Third-World Revolutions, 1960-1990

This information is for the 2004/05 session.

Teacher responsible: Professor O A Westad, E502

Availability: For MA/MSc History of International Relations; MSc Theory and History of International Relations; MSc Russian and Post-Soviet Studies. Some prior knowledge of Cold War history will be an advantage. **Core syllabus:** The purpose of this seminar is to discuss the causes for and the development of Soviet and American involvement in revolutions

in Africa, Asia, and Central America during the latter phase of the Cold War. This is a relatively new field of international history and part of the readings will consist of declassified documents and memoirs. Student participation in the preparation of each meeting is essential.

Content: Revolutionary ideologies; American interventionism; Soviet 3rd World policies; the Indonesian crisis of 1965; détente and revolution; the Portuguese withdrawal from Africa; the Cuban role; the Angolan revolution; the Ethiopian revolution; the Horn of Africa war; the Soviet Union and African revolutions; the Afghan Communists in power; the Soviet decision to intervene in Afghanistan; Reagan and the new US agenda; the Sandinista revolution; the Contras; the Soviet withdrawal from the 3rd World.

Teaching: The course will be taught by 21 weekly seminar meetings held in the MT, LT and ST. Students will be required to sit in on a small number of relevant lectures for other courses in the department.

Written work: All students will be required to submit two essays and an extended book review. There will also be a mock exam for all students in ST.

Reading list: Before the first meeting students should familiarise themselves with the Cold War International Project homepage (<http://cwihip.si.edu>) and with M Light, *Troubled Friendships: Moscow's Third World Ventures*; P Gleijeses, *Conflicting Missions: Havana, Washington and Africa, 1959-1976*; D J Macdonald, *Adventures in Chaos: American Intervention for Reform in the Third World*; O A Westad, *Reviewing the Cold War: Approaches, Interpretations, Theory*. **Assessment:** A three-hour written examination in the ST.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1995

This information is for the 2004/05 session.

Teacher responsible: Dr A Sked, E503

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: Western diplomacy in the 1980s and early 1990s examining tensions, rivalries and linkages not merely between the western and communist blocs but also within them.

Content: The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include *Ostpolitik* and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR; Italy after the fall of communism.

Teaching: 22 two-hour weekly meetings arranged on a mixed lecture/seminar basis.

Written work: Four essays will be required.

Reading list: A full bibliography will be provided at the first meeting of the class. Key books include: Mikhail Gorbachev, *Memoirs*; Margaret Thatcher, *The Downing Street Years*; Timothy Garton Ash, *In Europe's Name*; Philip Zelikow & Gondoleeza Rice, *Germany Unified and Europe Transformed*; Geoffrey Smith, *Thatcher and Reagan*, Julius W Friend, *The Long Presidency, France in the Mitterrand Years*, Raymond L Garthoff, *The Great Transition. American-Soviet Relations and the End of the Cold War*, Peter Duignan & L H Gann, *The United States and the New Europe, 1945-1993*; Martin McCauley, *Gorbachev*

Assessment: One three-hour examination; three questions must be answered.

HY433

Cultural Encounters from the Renaissance to the Modern World

This information is for the 2004/05 session.

Teacher responsible: Dr Joya Chatterji, E602 and Dr J-P Rubies, E500

Availability: For MA/MSc History of International Relations. Students taking other taught Master's programmes may take this course where appropriate.

Core syllabus: The aim of this seminar-course is to address from a historical perspective fundamental questions about European imperialism, colonial contexts for cross-cultural interaction, the role of perceptions of the other, issues of gender and religion in situations of cultural conflict, and the role of non-Europeans in the making of the West. Through a series of well-defined case-studies, the course will seek to offer a coherent historical perspective on a legacy of cross-cultural encounters over more than five-hundred years, from the late Middle Ages up to the 20th century.

Content: Each seminar will address specific questions about a key, well-defined scenario, combining two kinds of issues: power struggles and perceptions of 'the other'. Case studies will be evenly spread to include

examples from Africa, Asia, America, the Pacific and the Mediterranean. Topics will include: Medieval ethnography, Christian and Muslim; Europe's inner enemies: Jews and moriscos; First encounters with American Indians; American civilizations: Spanish and Peruvians; The debate on the nature of the American Indians; Jesuit accommodation and the rites controversy in China; Independent travellers as observers in India; The debate on Oriental despotism; Captain Cook and the Pacific islands; Charles Darwin and nineteenth-century anthropology; The European view of "ancient" India; Christian evangelism in India and the sati debate; The "invention" of caste; Indian responses to the Enlightenment; Orientalism and Islam 1800-1860; European ideas about "tribes"; Missionaries and the clitoridectomy debate; A European faith in Africa: Afrikaaner Calvinism; The response of African thinkers. Whenever possible, both Western and non-Western sources will be considered. The discussion in each seminar will draw on a combination of secondary sources and primary material.

Teaching: 20 two-hour seminars and two revision classes.

Written work: Students will be required to write three essays and a timed essay.

Reading list: A full Reading list will be issued at the start of the course. Besides primary texts, key readings include: S Schwartz, *Implicit understandings. Observing, reporting and reflecting on the encounters between Europeans and other peoples in the Early-Modern era* (1994); J Larner, *Marco Polo and his description of the world* (1999); D Brading, *The first America* (1991); A Pagden, *The fall of natural man* (2nd edn, 1986); L Hanke, *All mankind is one* (1974); A Gerbi, *The dispute of the New World* (1973); J Spence, *The memory palace of Matteo Ricci* (1985, rep. 1999); J Rubies, *Travel and ethnology in the Renaissance* (Cambridge, 2000); P Marshall & G Williams, *The great map of mankind: British perceptions of the world in the age of the Enlightenment* (London, 1982); A Grossrichard, *The sultan's court. European fantasies of the East* (London, 1998); B Smith, *European vision and the South Pacific* (1985); M Sahlins, *How 'natives' think. About captain Cook, for example* (1995); R Inden, *Imagining India* (1990); Lata Mani, *Contentious Traditions. The Debate on Sati in Colonial India* (Berkeley, 1998); R Fox, *Gandhian Utopia. Experiments with Culture* (Boston, 1989); B Cohn, *An Anthropologist among Historians and Other Essays* (Oxford and Delhi, 1988); Aziz-al-Azmeh, *Islams and Modernities*; R Hyam, *Empire and Sexuality: the British Experience* (Manchester, 1991); S Dubow, *Scientific Racism in Modern South Africa* (Cambridge, 1995); M Sahlins, *Tribesmen* (Englewood Cliffs NJ, 1968).

Assessment: One three-hour unseen examination for 75% of the final mark, and one assessed essay (delivered in the LT) for the remaining 25% of the mark.

HY434

The Rise and Fall of Communism in Europe 1917-1990

This information is for the 2004/05 session.

Teacher responsible: Dr Anita J Prazmowska, E494

Availability: Primarily for postgraduate students registered for the following degrees: MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc European Political Economy Transition, MSc Russian and Post-Soviet Studies. Postgraduate students registered for other MSc courses within the School will be considered on application.

Core syllabus: The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period.

Content: The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe. **Teaching:** The course will be taught through 20 weekly two-hour seminars. **Written work:** Students will be required to write two essays in MT and one essay and a timed one hour essay during LT.

Reading list: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: F Claudin, *The Communist Movement from Comintern to Cominform*; R C Tucker (Ed), *Stalinism: Essays in Historical Interpretation*; C Kennedy-Pipe, *Russia and the World, 1917-1990*; P Kennoz, *A History of the Soviet Union from the Beginning to the End*; C Read, *The Making and Breaking of the Soviet System*; V Mastny, *Russia's Road to the Cold War*.

Diplomacy, Warfare and the Politics of Communism 1941-1945; F A Fejto, *A History of the People's Democracies: Eastern Europe since Stalin*; A Heller & F Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*; G Stokes, *The Walls Came Tumbling Down*; Caroline Kennedy-Pipe, *Russia and the World, 1917-1991*; Ronald Geiger Suny, *The Soviet Experiment*; Raymond Pearson, *The Rise and Fall of Soviet Europe*. **Assessment:** A three-hour written examination taken in the ST.

HY435

Political Islam: From Mohamed Abduh to Osama bin Laden

This information is for the 2004/05 session.

Teacher responsible: Dr K E Schulze, E600

Availability: For MA/MSc History of International Relations and MSc Theory and History of International Relations.

Core syllabus: To examine the evolution of political Islam as a set of ideas and to compare and contrast different models of Islamic State. Students will explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this. They will explore the phenomena of transnational Islamism and international jihadism. To analyse and evaluate the relationship between Islam and the West.

Content: This course looks at the evolution of Islamist philosophy and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. The key areas covered are: the fundamentals of Sunni and Shi'a thought; modernist Islam - al-Afghani, Mohamed Abduh and Rashid Rida; Islamic Puritanism - the Wahhabis, the Sanussiya, and the Mahdiyya; Models of Islamic State - Iran, Pakistan, Afghanistan, Malaysia and Sudan; Islamist Movements - Muslim Brotherhood, Hizb'allah, Hamas, the Islamic Salvation Front, Darul Islam, Laskar Jihad, the Moro Islamic Salvation Front and Abu Sayyaf; transnational Islam and international jihadism - Jama'at Islamiyya and al-Qaeda; Islam and the West.

Teaching: The course is taught by one weekly two-hour seminar.

Written work: Each student is required to write four essays, two per term including a one-hour timed essay.

Assessment: Three-hour written examination in the ST.

HY436

Race, Violence and Colonial Rule in Africa

This information is for the 2004/05 session.

Teacher responsible: Dr Joanna Lewis

Availability: For MA/MSc in International History and International Relations.

Core syllabus: This course examines the rise and fall of formal colonial rule in Africa. It is comparative in principle and is focused upon the violence inherent in this encounter. It is essentially a political history but includes cultural, social and economic aspects.

Content: The end of slavery; European exploration; the European empires and African resistance; white settler societies; the origins of apartheid in South Africa; the development of the colonial state; direct and indirect rule; the impact of the Second World War on Africa; the rise of nationalism in West Africa; the Mau Mau uprising in Kenya; the Algerian war of independence; the Congo crisis and the assassination of Lumumba; decolonisation and the 'wind of change'; the rise and fall of 'white' Rhodesia; the wars of liberation in the Portuguese colonies; the fall of the apartheid state; the legacy of colonialism in Africa; the emergence of African dictatorships.

Teaching: 22 two-hour seminars.

Written work: Each student is required to write four essays during the year, including one assessed essay and one mock exam.

Reading list: N Mandela, *Long Walk to Freedom* (1994); J Iliffe, *Africans: The History of a Continent* (1995); D Kennedy, *Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939* (1987); D Killingray & R Rathbone (Eds), *Africa and the Second World War* (1986); F Furedi, *The Silent War: Imperialism and the Changing Perception of Race* (1998); J K Nyerere, *Freedom and Unity (Uhuru na umoja): A Selection From Writings and Speeches, 1952-65* (1967); F Fanom, *The Wretched of the Earth*, (1986 edn); C Achebe, *Things Fall Apart* (2001 edn). **Assessment:** One assessed essay (25%) in the Lent term and one three-hour written exam (75%) in the Summer term.

HY499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Dr Piers Ludlow

Availability: The dissertation is compulsory for the MA/MSc History of International Relations and MSc Theory and History of International Relations.

Content: The dissertation is an exercise in using primary source material to write on a precise topic in international history. The topic must involve an element of engagement with the comparative analysis of relations between states and/or societies; alternatively the comparative dimension

at the heart of the topic may involve the study of the history of attitudes/policies in one society towards others (including the history of nationalism and national identity). The topic must not be confined purely to the domestic policy of one society or state. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The only formal limit on the choice of subject for the dissertation is that the subject must fall within the syllabus and must be supervised by a member of staff in the Department of International History. MSc Theory and History of International Relations students should note that although they may write on a specific international relations theory, the dissertation should be largely devoted to testing the theory by examining one or more specific historical events and should be based largely upon primary sources. The Programme Tutor will be the final judge of whether a particular topic falls within the syllabus.

Teaching: After deciding on a topic in the Lent term, students have three half-hour meetings with their supervisor in the Summer Term. In one meeting the supervisor will comment on a 1,000 word summary of the dissertation.

Assessment: The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Two bound and one electronic copies must be submitted to the Departmental Office by 12 September 2005.

ID400

Employment Relations

This information is for the 2004/05 session.

Teachers responsible: Sue Fernie, H804 and Stephen Dunn, H711

Availability: Compulsory to those on the MSc Human Resource Management, MSc Industrial Relations (Research) and MSc International Employment Relations and Human Resource Management.

Core syllabus: The aim of the course is to familiarise students with the key concepts and issues in employment relations, including comparative analysis. The UK system is first placed in its international context. Then its main features are explored, with focus on public policy, including EU policy and employment legislation.

Content: In the first term, the UK system will be compared to other models (eg the European social and Japanese models). The focus will be on the role of management, unions and the state in these different systems. The main theoretical debates will also be explored, including those related to globalisation, corporate governance, democracy at work and conflict. In the second term, the UK system will be explored in more detail, from the HRM, union and government perspectives. Particular attention will be paid to changes in public policy, especially both individual and collective employment law, and its impact on managerial practice.

Teaching: 20 lectures and 20 classes of one and a half hours in MT and LT and revision classes in ST.

Reading list: G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 4th edn, Sage (2004); P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 3rd edn, Macmillan (2004); G Hollinshead et al (Eds), *Employee Relations*, 2nd edn, Pitman/Financial Times (2003); H Katz & O Darbishire, *Converging Divergences: worldwide changes in employment systems*, Ithaca: ILR Press (2000); B Willey, *Employment Law in Context*, 2nd edn, Pitman/Financial Times (2004).

Assessment: Continuous Assessment (two essays submitted at the beginning of LT and ST) and examination (three questions in three-hours) in ST are equally weighted.

ID402

Organisational Behaviour and Change

This information is for the 2004/05 session.

Teacher responsible: Dr J Coyle-Shapiro, H708

Availability: For students taking the MSc in Industrial Relations and Personnel Management, MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy, MSc Human Resource Management, MSc Development Management, MSc Global Market Economics and MSc Public Financial Policy.

Pre requisites: A background in the social sciences is desirable.

Core syllabus: This is an inter-disciplinary course, which seeks to understand individual attitudes and behaviour and; aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The course begins by examining alternative social science theories and research into individual, group and organizational issues. The main focus is the analysis and understanding of the attitudes and behaviour of individuals and groups in an organizational context. This provides the foundation for exploring organizational change: types of organizational change, strategies for change, resistance to change and evaluation of organizational change. The Michaelmas term primarily focuses on Organizational Behaviour and the Lent term examines Organizational Change.

Content: Psychological contracts, organizational justice, organizational citizenship behaviour, retaliation in organizations, employee burnout,

groups, design of work, organizational culture, organizational structure. Models and frameworks for analysing change; types of change; strategies of change (Organizational development and Political systems); ethical decision making; a justice perspective on organizational change; theories of resistance to change; theory and methods of evaluation of organizational change.

Teaching: The Teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Written work: Students are required to write two pieces of written work during the year.

Reading list: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers & L Porter, *Motivation and Work Behaviour*, McGraw-Hill; B M Staw, *Psychological Dimensions of Organizational Behaviour*, Prentice-Hall; D A Kolb, J S Oslande & I M Rubin, *The Organizational Behaviour Reader*, Prentice-Hall.

Assessment: There will be a three-hour formal examination in the ST. Candidates must tackle three from a choice of 12 questions.

ID403

Organisation Theory and Behaviour

This information is for the 2004/05 session.

Teacher responsible: Dr Mary Logan

Availability: This course is a full-unit option available to Master's degree students where the regulations permit.

Pre requisites: No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core syllabus: This course uses behavioural theories from sociology, psychology, social psychology, anthropology, and political science to analyse employee behaviour and attitudes in the organisational context.

Content: Individual behaviour including: personality, emotion, decision making, values, attitudes, motivation and performance. Group and inter-group processes including: conflict and persuasion, power and politics, and leadership. Organisational structure including: design of work, employee participation, empowerment. Organisational dynamics will address:

organisational change and resistance to change, organisational learning, organisational culture, social identity theory, and cross-cultural management.

Teaching: Lectures: weekly, starting in week one MT.

Classes: weekly, starting in week two MT.

Written work: Students are required to write two essays during the year.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; S Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Assessment: One three-hour examination paper with approximately 12 questions, three questions to be answered. Separate papers are set for undergraduate and MSc students.

ID404 Half Unit

Introduction to Organisational Analysis

This information is for the 2004/05 session.

Teacher responsible: Dr Mary Logan

Availability: This course is a half-unit option available to Master's degree students where the regulations permit.

Pre requisites: Some prior knowledge of aspects of organisation behaviour and/or work experience is advisable.

Core syllabus: This course uses behavioural theories from sociology, psychology, social psychology, anthropology, and political science to analyse employee behaviour and attitudes in the organisational context.

Content: Organisational structure and design, power and politics, organisational culture and leadership. Organisational dynamics, including identity theory, organisational change and resistance to change, and organisation management in cross-cultural contexts.

Teaching: Lectures: weekly, starting in week one LT.

Classes: Weekly, starting in week one LT.

Written work: Students are required to write one essay during the year.

Reading list: A complete reading list will be provided at the start of the course. J Child, *Organisations*; S Dawson, *Analysing Organizations*; S Robbins, *Organizational Behaviour: Concepts, Controversies, Applications*; R Steers & L Porter, *Motivation and Work Behaviour*.

Assessment: The course assessment is based exclusively on a two-hour formal examination. Students must answer two questions from choice of approximately eight questions.

ID410 Half Unit

Management of Human Resources: Strategies and Policies

This information is for the 2004/05 session.

Teacher responsible: Professor David Marsden, H802

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the **International and Comparative Human Resource Management** half unit.

Core syllabus: The course considers the human resource strategies and policies that organisations adopt in order to implement them.

Content: The course deals with managerial strategies and HR policies and practices which seek to make organizations more effective. It covers the theoretical arguments that might justify those arrangements, as well as the research evidence on them. We consider HR strategies and such issues as recruitment and selection, training and development, internal labour markets, outsourcing, rewards and performance management.

Teaching: There are 10 lectures as well as weekly classes during the MT, and revision classes organized jointly with ID411 in the ST.

Reading list: Students are expected to read widely in the appropriate journals; a list of reference will be provided at the start of the course. An excellent text is J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, John Wiley, New York, 1999, and R Schuler & S Jackson (Eds), *Strategic Human Resource Management*, Blackwell, 1999.

Assessment: Students do an assessed essay during the Christmas vacation, which counts for one third of their Assessment, and a summer exam which counts for two thirds.

ID411 Half Unit

International and Comparative Human Resource Management

This information is for the 2004/05 session.

Teacher responsible: Professor David Marsden, H805

Availability: For MSc Industrial Relations and Personnel Management and other suitably qualified students. It is recommended for those taking the **Management of Human Resources: strategies and policy** half unit.

Core syllabus: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective.

Content: The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. As an integrating perspective, the lectures analyse how different employment systems shape organisations' HR strategies and policies. The course looks at problems of human resource management in international firms, training, knowledge management, rewards, equal opportunities, employment flexibility, participation and employer collective action all within the context of different types of employment systems.

Teaching: There will be 10 lectures given by Professor David Marsden as well as classes in the LT, and in the ST revision classes jointly organized with ID410.

Reading list: D W Marsden, *A Theory of Employment Systems: microfoundations of societal diversity*, Oxford University Press, 1999; J Baron & D Kreps, *Strategic Human Resources: frameworks for general managers*, Wiley, New York, 1999; C Crouch, D Finegold & M Sako, *Are Skills the Answer? The political economy of skill creation in advanced industrial societies*, Oxford University Press, 1999; L Dickens, 'Beyond the business case: a three-pronged approach to equality action', *Human Resource Management Journal*, Vol 9, No 1, 1999, pp 9-19; G Hofstede, 'The interaction between national and organisational value systems', *Journal of Management Studies*, Vol 22, 1985, pp 347-357; K Koike & T Y Inoki, *Skill formation in Japan and Southwest Asia*, University of Tokyo Press, 1990; S Ronen, *Comparative and Multinational Management*, Wiley, New York, 1986; D Rousseau & R Schalk (Eds), *Psychology Contracts in Employment: cross-national perspectives*, Sage, 2000; H Simon, 'Organisations and markets', *Journal of Economic Perspectives*, Vol 5, No 2, Spring 1991, pp 25-44.

Assessment: Students do an assessed essay during the Easter vacation, which counts for one third of their Assessment, and a summer examination which counts for two thirds.

ID412 Half Unit

Labour Market Analysis: Economic Analysis of Trade Unions

This information is for the 2004/05 session.

Teacher responsible: Professor David Metcalf

Pre requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of union membership, power and impact using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- Labour market deregulation
- Collective bargaining, union membership and objectives
- Closed shop, industrial action, arbitration
- Impact on firm performance, pay and jobs

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: A Booth, *The Economics of the Trade Union*, Cambridge University Press, 1995.

Teaching: Lectures ID412 10 weekly LT.

Classes ID412 14 weekly LT, ST.

(note: undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal two-hour examination. One compulsory section and one other questions chosen from about three questions.

ID413 Half Unit

Labour Market Analysis: Pay

This information is for the 2004/05 session.

Teacher responsible: Professor David Metcalf, H707

Pre requisites: None, but some familiarity with basic economics and statistics is an advantage.

Core syllabus: Examination of pay distribution, structures, institutions and managerial approaches using economic analysis. Lectures are anglo-centric but classes use international evidence.

Content:

- Pay distribution
- Pay structures by occupation, industry and gender
- Institutions: public sector, unions and national minimum wage
- Inside the firm: internal labour market, choice and consequences of alternative pay systems, bosses pay.

Reading list: A full reading list will be provided at the start of the course. Useful preliminary reading: S Polachek & S Siebert, *The Economics of Earnings*, Cambridge University Press, 1993 (paperback); E Lazear,

Personnel Economics for Managers, John Wiley, New York, 1998.

Teaching: Lectures ID413 10 weekly MT.

Classes ID413 14 weekly MT, ST.

(Note: undergraduates and graduates have separate classes).

Written work: Written work is of less importance than active class contribution. Every student must come prepared to discuss the class topic each week.

Assessment: Formal two-hour examination. One compulsory section and one other question chosen from about three questions.

ID414 Half Unit

Industrial Psychology

This information is for the 2004/05 session.

Teacher responsible: Dr Hyun-Jung Lee, H710

Availability: The course is designed for students on the MSc in Industrial Relations and Personnel Management. Some students on the MSc in Social Psychology and MPA Public and Economic Policy, subject to the permission of their tutor, may also take the course.

Pre requisites: Some background in psychology is highly desirable. Students without such a background will find certain sections difficult.

Core syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in human resource management and organizational behaviour where psychology has a particular contribution to make.

Content: Work attitudes and motivation. Group processes. Perception and cognition. Personality and individual differences. Leadership. Stress. Diversity and cross-cultural issues in organization.

Teaching: Lecture: one-hour weekly through the MT. Class (ID414.A) (one-and-a-half hours) x 10, MT, (one-and-a-half hours) x three, ST.

Written work: A 2,000 word written assignment is required.

Reading list: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. J Arnold et al, *Work Psychology*, Pitman; S A Haslam, *Psychology in Organizations: the social identity approach*; R M Steers & L W Porter, *Motivation and Leadership at Work*, McGraw-Hill; P B Wart, *Psychology at Work*, Penguin.

Assessment: 1. A formal two-hour examination in the ST. Students should answer two questions out of a choice of six (70%).

2. A written assignment of not more than 2,000 words (30%).

ID415 Half Unit

Comparative Employment Relations

This information is for the 2004/05 session.

Teacher responsible: Dr Sarah Ashwin

Availability: Compulsory course for MSc students in International Employment Relations and Human Resource Management.

Core syllabus: The course aims to provide an introduction to the comparative analysis of employment relations, and to ensure that students have both the conceptual and empirical grounding they need to take the options offered in advanced comparative industrial relations, and comparative human resource management.

Content: The course will introduce the employment relationship, the key concepts surrounding it, and the theories required to understand it. It will also introduce the main 'models' of employment relations: the Anglo-Saxon, Japanese and European Social Models, as well as models of employment relations in the developing world.

Teaching: 10 x one-hour lectures, 10 x 90 minute classes in MT.

Reading list: P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 3rd edn, 2004; P Edwards, *Industrial Relations*, 2nd edn, 2002; A Ferner & R Hyman (Eds), *Changing Industrial Relations in Europe*, 1998; R Hyman & R Ferner (Eds), *New Frontiers in European Industrial Relations* 1994.

Written work: Students may do a practice essay during the MT.

Assessment: Assessed essay to be written during the Christmas vacation, counting for one-third, and a two-hour ST examination counting for two-thirds of the final assessment.

ID416 Half Unit

Advanced Comparative Employment Relations

This information is for the 2004/05 session.

Teacher responsible: Dr Sarah Ashwin

Availability: For MSc students as permitted by the regulations.

Pre requisites: A general knowledge of the social sciences is required.

Core syllabus: The course is composed of a series of modules, focusing on particular issues in comparative employment relations. Each module is designed to give students the opportunity to explore a theme in comparative employment relations in depth. The aim of the course is to make students aware of the great international differences in the institutional frameworks governing employment, and, by looking at specific themes, to develop their ability to understand the implications of these differences for theoretical and policy questions.

Content: The course comprises two five-week modules. The options currently planned are:

- Globalisation and international labour standards
- The Europeanisation of industrial relations

Other modules may be added depending on the number of students opting for the course.

Teaching: 10 x two-hour seminars in LT.

Written work: Students may do a practice essay during the LT.

Reading list: Globalisation and international labour standards:

J Stiglitz, *Globalization and its Discontents*, 2002; K A Eliot & R B Freeman, *Can Labor Standards Improve Under Globalisation?*, 2003.

The Europeanisation of industrial relations:

M Leat, *Human Resource Issues of the European Union*, 1998; S McGiffen, *The European Union: A Critical Guide*, 2001.

Assessment: One 2,000 word assessed essay to be completed over the Easter vacation, counting for one third, and a two-hour ST examination

counting for two-thirds of the final assessment.

ID480

Collective Labour Law and Human Rights

This information is for the 2004/05 session.

Teachers responsible: Mr R C Simpson, A157 and Professor P L Davies, A457

Availability: MSc Industrial Relations and Personnel Management, MSc Law and Accounting, MSc International Employment Relations and Human Resource Management and MSc Regulation students. The course is taught jointly with LL463 **Collective Labour Law and Human Rights** for LLM students.

Core syllabus: See the calendar entry for LL463.

Content: See the calendar entry for LL463.

Teaching: 20 two-hour weekly seminars.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in T Novitz, *International and European Protection of the Right to Strike* (2003); P Davies et al (Eds), *European Community Labour Law*, chs 8-10; S Deakin & G Morris, *Labour Law* (3rd edn 2001) chs 1, 2, & 7-11.

Assessment: One three-hour written examination at the end of the course.

Written work: There will be one written assignment in each of the first two terms.

ID493

Human Resource Policy and Practice

This information is for the 2004/05 session.

Teachers responsible: Stephen Dunn, H711, Iain Reid and Linda Walker, H713

Availability: Compulsory and only available for students on the MSc Human Resource Management.

Core syllabus: Introduces students to the key professional competencies necessary in human resource management and exposes them to practical human resource management systems and issues within their 'Link' companies.

Content: An introduction to the interviewing, negotiating, counselling, team-building, legal and IT skills necessary to practice human resource management; later, a series of visits to a company to explore how the HR function works.

Teaching:

a. Skills Workshop: ten all-day sessions, MT

b. Links programme: development of a research project in a 'Link' company.

Reading: M Marchington & A Wilkinson, *People Management and Development*, CIPD, (2002).

Assessment: Students must attend the workshops and complete a company report on their 'Link'. Unless these are satisfactory, students cannot obtain Graduate Membership of the CIPD.

ID499

Dissertation

This information is for the 2004/05 session.

Teachers responsible: To be announced.

Availability: For MSc in International Employment Relations and Human Resource Management, MSc Human Resource Management and MSc Industrial Relations (Research).

Core syllabus: The aim of the project is to:

- Examine a problem or topic through a literature review and provide a rigorous analysis of that problem or topic; and/or
- examine a problem or topic through some small scale empirical research or by using information derived from secondary sources; and
- 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 employment relations. When a potentially feasible topic area has been identified, it should be registered with the Project Administrator, but not later than by the end of the MT. Teams of students may work on a particular project. MSc Human Resource Management students develop a project with their Link company during the LT and undertake their research in small teams, usually pairs.

Arrangements: Students will be allocated to the teacher whose interests are most relevant to the topic. However account will also be taken of the need to equalise supervisory loads.

MSc International Employment Relations and Human Resource Management Students should decide on their topic during the MT and should have been allocated a supervisor during the first weeks of the LT. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to follow a set timetable in developing their project. MSc Human Resource Management students will be allocated a supervisor during the LT.

Assessment: Two word-processed copies of the dissertation should be handed in to the Departmental Manager, and recorded as received, not later than August 31 2005. Individual reports should not exceed 10,000 words in length. If the report is jointly authored, it should not exceed 10,000 words per student. Each contributor is required to clearly designate which parts he or she wrote. The report is considered for examination purposes to be the equivalent of one examination paper. Failing the report cannot be condoned.

ID600

Labour/Management Problems Seminar

This information is for the 2004/05 session.

Teachers responsible: Ms Sue Fernie, H804 and Professor Hugh Collins, A342

Availability: Post-graduate and Undergraduate students attending a course in the Industrial Relations Department, and LLM Labour Law students.

Content: A series of seminars featuring outside speakers from business, trade unions, government, law, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.

Teaching: One-and-a-half hour seminars in MT and LT.

Written work: None.

Assessment: This course is not examined.

IR405

Sovereignty Rights and Justice

This information is for the 2004/05 session.

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations, MSc Human Rights and other interested students by permission. Please also see

www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: Bringing together insights and concepts from political theory and international relations theory, and drawing on a number of dilemmas posed by post-Cold War international politics, this course focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice, and the impact of these debates on the shape and future development of contemporary international relations theory.

Content: The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); the International Criminal Court, justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Teaching: The course will be taught by weekly seminars of one-and-a-half to two hours, from week three of the MT until week three of ST. It is highly recommended that students without a background in the area attend the lectures for IR306, which commence in week one of MT and run until the end of LT.

Written work: Students will be expected to produce three essays of 2,000 words during the year, and to introduce seminar discussions.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a detailed list of references will be provided at the beginning of the course. The following works will be widely used: C R Beitz, *Political Theory and International Relations*, 2nd edn (Princeton UP, 2000); C Brown, *Sovereignty, Rights and Justice* (Polity, 2002); T Dunne & N J Wheeler (Eds), *Human Rights in Global Politics* (Cambridge UP, 1999); M Frost, *Ethics in International Relations* (Cambridge UP, 1996); S Krasner, *Sovereignty: Organised Hypocrisy* (Princeton UP, 1999); J Rawls, *The Law of Peoples* (Harvard UP, 1999); R Tuck, *The Rights of War and Peace* (OUP, 1999); N J Wheeler, *Saving Strangers: Humanitarian Intervention in International Society* (OUP, 2000).

Assessment: Will be by a formal three-hour written examination (100%).

IR406

Gender, Justice and War

This information is for the 2004/05 session.

Teacher responsible: Dr K Hutchings, D409

Availability: MSc International Relations, MSc Gender, MSc Politics of the World Economy and to students on other degree programmes by permission of the Teacher responsible. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: In broad terms the course is concerned to address the following questions: to what extent do gendered relations of power contribute to sustaining and reproducing war as a political, social and economic phenomenon? In what sense does gender figure in both the causes and consequences of war? What are the implications of a gender perspective for the normative judgement of war?

Content: The course will fall into four parts:

- The language of war
- The reproduction of war
- Feminist peace politics
- Feminist ethics and war

The first part will examine traditional theories and concepts through which the meaning and role of war in international politics has been understood. The second part will look at the ways in which gender is at work in the causes and consequences of contemporary war. The focus will be on recent conflicts and will cover ethnic and civil conflicts, humanitarian intervention and the use of economic sanctions in lieu of direct violence. The third part will explore arguments around gender and pacifism, conflict resolution, transitional justice and reconciliation and broader questions about the links between feminist politics and non-violence. The fourth part of the course will be concerned with the feminist critique of predominant arguments in just war theory and with assessing whether a feminist ethic of care can be applied to the domain of international politics.

Teaching: Over two terms, MT and LT: 18 (one-hour) lectures (IR406.1), commencing in week one MT, and one revision lecture in week one of ST. There will also be 20 (one-and-a-half hour) seminars (IR406.2), commencing in week two of MT, including one revision seminar in week two of ST.

Written work: Discussion papers for class and essays. Students will be expected to produce at least three coursework essays (2,000 words) and lead two seminar discussions during the course.

Reading list: A full Reading list will be made available to students at the beginning of term. Key readings will include the following: J B Elshtain, *Women and War*, (Chicago, 1987; 1995); C Enloe, *Maneuvers*, (University of California Press, 2000); J S Goldstein, *War and Gender*, (Cambridge University Press, 2001); E Hall, *We Can't Even March Straight: Homosexuality in the British Armed Forces*, (Vintage, 1995); L A Lorentzen & J Turpin (Eds), *The Women and War Reader*, (New York University Press, 1998); C Moser & F Clark (Eds), *Victims, perpetrators or actors? Gender, Armed Conflict and Political Violence*, (Zed Books, 2001); S Ruddick, *Maternal Thinking*, (Women's Press, 1990); M Zalewski & J Parpart (Eds), *The 'Man Question' in International Relations*, (Westview Press, 1998).

Assessment: Students will be required to sit a three-hour unseen examination in ST, which will count for 100% of the final grade.

IR407

International Political Economy of Environment

This information is for the 2004/05 session.

Teacher responsible: Dr R Falkner, D615

Availability: Course intended primarily for MSc Politics of the World Economy and MSc International Relations students, and other graduates with permission. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: An introduction to concepts and issues in the study of international environmental politics, with special emphasis on the political economy of environmental protection.

Content: The global politics of sustainable development; Ecological perspectives on international political economy; environmental politics at the UN; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes; role of epistemic communities and non-state actors; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment. Case studies: climate change; ozone layer; biodiversity and biosafety; deforestation; energy.

Teaching: 18 weekly lectures (IR407.1) beginning in the first week of MT and 18 one-and-a-half hour seminars (IR407.2) beginning in week three of MT, including one revision seminar in week one of ST.

Written work: Students are expected to submit three 2,000-word essays to be marked by the seminar teacher and to present at least two seminar topics.

Reading list: No one book covers the entire syllabus, and students will be expected to read widely in relevant books and journals. A detailed Reading list will be provided at the beginning of MT. Required texts will be provided in electronic form. The following works provide a useful introduction to some topics covered in this course: Christoph Bail, Robert Falkner & Helen Marquard (Eds), *The Cartagena Protocol on Biosafety: Reconciling Trade in Biotechnology with Environment and Development?* Earthscan, 2002; Elizabeth DeSombre, *The Global Environment and World Politics*, Continuum, 2002; Lorraine Elliott, *The Global Politics of the Environment*, Macmillan, 1998; Peter MHaas, Robert O Keohane & Marc A Levy (Eds), *Institutions for the Earth: Sources of Effective International Environmental Protection*, The MIT Press, 1993; Robert O'Keohane & Marc A Levy (Eds), *Institutions for Environmental Aid: Pitfalls and Promise*, The MIT Press, 1996; Eric Laferriere & Peter J Stoett, *International Relations Theory and Ecological Thought: Towards a Synthesis*, Routledge, 1999; Marian Miller, *The Third World in Global Environmental Politics*, Open University Press, 1995; Eric Neumayer, *Greening Trade and Investment*, Earthscan 2001; Peter Newell, *Climate for Change: Non-State Actors and the Global Politics of the Greenhouse*, Cambridge University Press, 2000; Ian H Rowlands, *The Politics of Global Atmospheric Change*, Manchester and New York, Manchester University Press, 1995; John Vogler & Mark F Imber (Eds), *The Environment and International Relations*, Routledge, 1996; Paul Wapner, *Environmental Activism and World Civic Politics*, Albany State University of New York Press, 1996.

Assessment: One three-hour written examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR408

Systemic Change: The Origins and Nature of Cold War System and its End

This information is for the 2004/05 session.

Teacher responsible: Dr J Kent, D407

Availability: For MSc International Relations students. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: The course examines the nature of the Cold War system,

the theories of its origins, the different types of Cold War periods, its relationship to systematic changes and the reasons for its end.

Content: The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. It will aim to combine some understanding of the Cold War system, its different forms and distinctive periodisation. The nature and significance of the systemic changes involved in its onset and sudden end will be analysed in detail. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals of the fighting changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world in comparison with the nature of the international systems which preceded and followed it.

Teaching: There are 21 x two-hour weekly seminars commencing in week three of MT.

Written work: Students are expected to write two essays, each of a maximum length of 3,000 words, during the course of the year, and at least one timed essay.

Reading list: Odd Arne Westad (Ed), *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); R L Garthoff, *The Great Transition American-Soviet Relations and the End of the Cold War* (1994); Matthew Evangelista, *Unarmed Forces* (1999); Scott Lucas, *Freedom's War The US Crusade Against the Soviet Union 1945-1956* (1999); W La Feber, *America, Russia and the Cold War 1945-1996* (8th edn, 1997); M Light, *The Soviet Theory of International Relations* (1988); F Halliday, *The Making of the Second Cold War* (1983); F Fukuyama, *The End of History and the Last Man* (1992); Richard N Lebow & Thomas Risse-Kappen, *International Relations Theory and the End of the Cold War* (1995); J Young & J Kent, *International Relations since 1945: a Global History* (2004).

Assessment: A three-hour unseen written examination divided into two sections with students required to answer questions on both theoretical issues and empirical topics.

IR410

International Politics

This information is for the 2004/05 session.

Teachers responsible: Dr P C Wilson, D516 and members of the Department

Availability: Course intended for MSc International Relations and MSc International Relations Research. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: An historical and theoretical analysis of core concepts in International Relations, of the normative and analytic issues involved, and of their relationship to the social sciences in general.

Content: Theories of the international; the history of inter-state practices, states, nations, social forces, structures in international relations; the role of ideas and of values; war, cooperation, peace, philosophical issues in IR.

Teaching and Written work: 19 weekly lectures (IR410.1) held in MT and LT, commencing in week one of MT, and 18 weekly seminars (IR410.2) held in MT and LT, commencing in week two of MT. Students deliver seminar papers and write three 2,000-word essays for their seminar teachers on topics notified at the beginning of the session.

Reading list: Chris Brown, *Understanding International Relations*, 2nd edn, (Palgrave, 2001); David Boucher, *Political Theories of International Relations: from Thucydides to the Present* (Oxford University Press, 1998); Scott Burchill et al., *Theories of International Relations*, 2nd edn, (Palgrave, 2001); Barry Buzan & Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford University Press, 2000); Michael Cox, Tim Dunne & Ken Booth (Eds), *Empires, Systems and States: Great Transformations in International Politics* (Cambridge University Press, 2002); Martin Hollis & Steve Smith, *Explaining and Understanding International Relations* (Oxford University Press, 1991).

Assessment: ST, formal, three-hours, three questions chosen from 12. Past examination papers may be seen in the Main Library.

IR411

Foreign Policy Analysis III

This information is for the 2004/05 session.

Teachers responsible: Dr C Alden, D608 and Dr J Haacke, B702

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. Subject to availability of places. Other

students may take this course by special permission, and as permitted by the regulations for their degrees.

Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: Students need not have studied Foreign Policy Analysis before, but some familiarity with modern international history will be an advantage.

Core syllabus: Students wishing to familiarise themselves with the broad outline of the subject should refer to the text books in the reading list, IR300. The MSc course differs from the undergraduate course (IR300) in both level and approach. It goes beyond an analysis of the basic processes of foreign policy-making, into more advanced issues such as determinism, rationality, identity and systemic change as it affects foreign policy actors. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a solid knowledge of the major foreign policy events of the contemporary era and twentieth century.

Content: The ways in which international actors 'primarily but not exclusively states' formulate decisions and strategies for dealing with other members of the international community; the interplay between domestic and external forces; the organisation, psychology and politics of small-group decision-making; the impact of leadership and motivation upon foreign policy; the purposes behind foreign policy and the instruments available to those who make it; the impact of democracy and transitions upon foreign policy; the various strategies utilised by hierarchically distinguished foreign policy actors. Problems of comparison, choice, evaluation and rationality; contemporary criticisms of the concept of a separate 'foreign' policy. A detailed programme of lectures will be provided at the start of the session.

Teaching: 15 weekly lectures (IR411), commencing in week one of MT. 16 weekly seminars (IR411) will run from week three of the MT.

Written work: All students who attend the seminar will be expected to write three 2,000 word essays for their seminar leader. Each student will also be expected to present at least one seminar topic.

Reading list: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, *Essence of Decision*, Little Brown, 1971; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, 'Lessons' of the Past: *The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; R Ned Lebow, *Between Peace and War*, Johns Hopkins University Press, 1984; W Carlsnaes, *Ideology and Foreign Policy*, Blackwell, 1986; A L George & W E Simons (Eds), *The Limits of Coercive Diplomacy* (2nd edn), Westview Press, 1994; P T Hart, E K Stern & B Sundelius, *Beyond Groupthink*, University of Michigan Press, 1997. A more detailed reading list will be provided at the beginning of the course.

Assessment: A formal three-hour examination in the ST. Specimen examination papers, together with lecture and seminar programmes and further reading references, will be distributed when the course begins.

IR412

International Institutions III

This information is for the 2004/05 session.

Teacher responsible: Mr N A Sims, D609

Availability: Master's degree students only, where permitted in degree regulations. It will be an advantage to have studied international organisation within the context of a first degree in International Relations, but this is not formally required. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: Theories regarding the nature and purposes of international institutions. Institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of revolutionary change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors.

The 19th century antecedents of the League of Nations and the United Nations. The genesis of the Covenant and the Charter. The theory and practice of collective security, and its relation to the balance of power. The pacific settlement of disputes in the League of Nations and the United Nations. The development of United Nations peace-keeping. The practice of the League of Nations and the United Nations regarding non-self-governing territories. The approach of regional institutions to the problems of international peace and security. The structure and functioning of alliance systems. International institutions and world economic order.

Content: The short duration of this course obliges us to be highly selective. We focus on the Covenant and Charter and on subsequent practice in the League of Nations and the United Nations, including the following elements within the Core syllabus:- International organisation as a dimension of international relations and a higher form of conference

diplomacy. Types and patterns of international organisation. The constitution, structure and experience of the League of Nations and the United Nations, with particular reference to the Covenant, the Charter and subsequent practice, as illustrating some of the major ideas and issues of international organisation. The work and problems of Specialized Agencies in the UN system; regimes in Antarctica and elsewhere.

Teaching and Written work: The Teaching exclusive to MSc students taking this option consists of a weekly seminar (IR412) from week one of LT until the end of week five of ST. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 2,000 (max) word essays and at least one presentation (introduction to discussion) will be set and marked by the seminar teacher. In addition to the seminar, MSc students should, for a broader grounding in the elements of international organisation and ideas underlying its variety of forms, attend the lectures in the series common to all (including undergraduate students) taking an **International Institutions** course: IR301. The more narrowly selected seminar programme pre-supposes regular attendance at these lectures, accordingly strongly recommended.

Reading list: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. Newcomers to international organisation studies should read Inis L Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn), Random House, 1971, and David Armstrong, Lorna Lloyd & John Redmond, *International Organization in the Modern World*, Palgrave, 2004. Introductions to the League and UN systems include Ruth B Henig, *The League of Nations*, Oliver & Boyd, 1973; F S Northedge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World* (2nd edn), Clarendon Press, Oxford, 1993; Douglas Williams, *The Specialized Agencies and the United Nations; The System in Crisis*, Hurst, 1987. All students taking this option need, from the start, to make themselves thoroughly conversant with the Covenant and Charter, the texts of which will be found in many reference works and books on international organisation.

Assessment: One three-hour written examination in the ST.

IR415

Strategic Aspects of International Relations III

This information is for the 2004/05 session.

Teacher responsible: Professor C Coker, D511

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations.

Pre requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Content: The Western Way of War; Non Western Ways of Warfare; The new political economy of wars. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; policing the international order; NATO and its future; Globalisation and Security; the 'end of war' thesis.

Teaching: Students are highly recommended to attend lectures on IR305 (MT and LT) and are required to attend 16 weekly seminars (IR415.1) commencing in week three of MT. The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. R Aron, *Peace and War*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from 12 or more. Examples of recent past examination papers will be appended to the Reading list.

IR416

The EU in the World

This information is for the 2004/05 session.

Teachers responsible: Dr K E Smith, D415 and Dr S Economides, D709

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International Relations; MSc European Politics and Governance; MSc Nationalism and Ethnicity. Please also see www.lse.ac.uk/collections/

studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

Core syllabus: The development of the external activities of the European Communities since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies.

Content: The external relations of the European Community/Union, European Political Cooperation and the development of the Common Foreign and Security Policy. Relations between the EU and non-EU states and regions. The foreign policies of European states, with particular reference to the UK, France, Germany, Poland, Italy and Spain. The neutral states and other smaller states in western and central Europe will be treated as groups. The issues of security and cohesion, external trade and development policy.

Teaching: 15 weekly lectures commencing in week three of MT, 15 weekly seminars commencing in week five of MT.

Written work: Three 2,000-word essays during the course, to be marked by seminar leaders. These do not count towards the final mark.

Reading list: Christopher Hill (Ed), *Actors in Europe's Foreign Policy*, Routledge, 1996; Ian Manners & Richard Whitman (Eds), *The Foreign Policies of EU Member States*, Manchester UP, 2000; Christopher Hill & Karen E Smith (Eds), *European Foreign Policy: Key Documents*, Routledge, 2000; Charlotte Bretherton & John Vogler, *The European Union as a Global Actor*, Routledge, 1999; Simon Nuttall, *European Foreign Policy*, Oxford University Press, 2000; John Peterson & Helen Sjursen (Eds), *A Common Foreign Policy for Europe?*, London Routledge, 1998; Hazel Smith, *The European Union, What It Is and What It Does*, Pluto Press, 2002; Karen E Smith, *European Union Foreign Policy in a Changing World*, Polity Press, 2003.

Assessment: Unseen, three-hour written examination in the ST (100%). The normal length of the examination paper is 12 questions, of which candidates are invited to answer any three.

IR418

International Politics: Asia & the Pacific

This information is for the 2004/05 session.

Teachers responsible: Dr C Hughes, D509 and Dr J Haacke, B702

Availability: Optional course for the MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations; available to other interested students where regulations permit. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Core syllabus: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.

Content: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extra-regional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of regional order primarily with reference to East and South-East Asia.

Teaching: The principal lecture course **International Politics: Asia and the Pacific** (IR418.1) has 10 lectures in MT. Weekly two-hour seminars on **Asia and the Pacific in International Relations** (IR418.2) will be held in MT (weeks 3-8) and one-and-a-half hour seminars will be held weekly during LT. Students are also recommended to attend additional lectures on the **US, China, Japan and India in Contemporary Foreign Policy in Practice** (IR300.1) during the LT.

Written work: Three 2,000-word essays will be set and marked by the seminar teacher and an opportunity will be provided for short papers to be presented to the seminar. Students also have the option of writing their short dissertation on a topic selected from Asia and the Pacific.

Basic Reading list: (A full reading guide will be made available to interested students.) Amitav Acharya, *Constructing a Regional Security Community in Southeast Asia* (Routledge 1998); Muthiah Alagappa (Ed), *Asian Security Practice* (Stanford University Press, 1998); Alagappa (Ed), *Asian Security Order* (Stanford University Press 2003); Jürgen Haacke, *ASEAN's Diplomatic and Security Culture* (Routledge Curzon, 2003); Glen Hook et al., *Japan's International Relation* (Routledge, 2000); Christopher Hughes, *Taiwan and Chinese Nationalism* (London, Routledge, 1997); G John Ikenberry & Michael Mastanduno (Eds), *International Relations Theory and the Asia-Pacific*

(Columbia University Press, 2003); Alastair Iain Johnston & Robert Ross (Eds), *Engaging China* (Routledge, 1999); Thomas W Robinson & David Shambaugh (Eds), *Chinese Foreign Policy* (Clarendon Press, 1994); Michael Yahuda, *The International Politics of the Asia-Pacific, 1945-1995* (Routledge, 1996); William T Tow, *Asia-Pacific Strategic Relations* (CUP, 2001).
Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of 12 questions.

IR419

International Relations of the Middle East This information is for the 2004/05 session.

Teachers responsible: Dr K Dalacoura, D412

Availability: Course intended primarily for MSc in International Relations, MSc International Relations Research and MSc Theory and History of International Relations students. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: A knowledge of the international political system and of the major issues in its contemporary development is required.

Core syllabus: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics.

Content: The emergence of the states system in the Middle East during the inter-war period. The interplay of domestic politics, regional conflicts and international rivalries. The Cold War and post-Cold War significance of the Middle East in global politics. The importance of oil and other economic interests. Conflict in the Gulf and the Arab-Israeli conflict. The foreign policies of major Middle Eastern states and the Lebanese civil war. The role of ideologies: Arab nationalism and political Islam. International relations theory and its significance for the study of Middle East politics.

Teaching and Written work: There will be 20 weekly lectures, (IR419.1)

The International Relations of the Middle East commencing in week one of the MT and 15 seminars (IR419.2) commencing in week six of the MT. Seminar attendees will be expected to submit three 2,000-word essays, based on past examination papers, to be marked by their seminar teacher. The lecture course IR300.1 **Contemporary Foreign Policy in Practice** may also be of interest.

Reading list: Students are not particularly advised to purchase any book since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the course: M E Yapp, *The Near East Since the First World War*; and R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*.

In addition they are recommended to consult: Reinhard Schulze, *A Modern History of the Islamic World*; B Lewis, *The Middle East*; F Halliday, *Islam and the Myth of Confrontation*; F Ajami, *The Arab Predicament*; S Bromley, *Rethinking Middle East Politics*; B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*; John Roberts, *Visions and Mirages, The Middle East in a New Era*.

Assessment: There is one three-hour examination in the ST.

IR421 Not available in 2004/05

Concepts & Methods of International Relations This information is for the 2004/05 session.

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy (Research Track), MSc Theory and History of International Relations, and first year research students. The lectures for this course are also designed to provide advanced level coverage of theoretical issues for 3rd year students on the BSc International Relations. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: The course assumes a basic knowledge of the academic discipline of international relations.

Core syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Content: Evolution and characteristics of theoretical debates in the discipline of international relations and associated fields; current trends and controversies. Schools of thought: traditional and behaviouralist; the inter-paradigm debate; neo-realism and neo-liberalism; normative, critical theory, post-modern, feminist and constructivist perspectives.

Teaching: There are ten lectures (IR421.1) in the MT and a weekly seminar (IR421.2) commencing in week one of the LT for MSc candidates for examination in the subject. They are also open to research students.

Written work: Three 2,000-word essays are set and marked by the seminar teacher.

Reading list: A detailed Reading list will be provided at the first meeting. Useful surveys and textbooks are: K Booth & S Smith (Eds), *International Relations Theory Today* (1994); C Brown, *International Relations Theory:*

New Normative Approaches (1992); S Burchill & A Linklater (Eds), *Theories of International Relations* (1996); J George, *Discourses of Global Politics* (1994); F Halliday, *Rethinking International Relations* (1994); I Neuman & O Weaver (Eds), *The Future of International Relations: Masters in the Making* (1997); V S Peterson (Ed), *Gendered States* (1994); S Smith, K Booth & M Zaleski (Eds), *International Theory: Positivism and Beyond* (1996); C Sylvester, *Feminist Theory and International Relations in a Postmodern Era* (1994).

Assessment: The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 12 to be answered. Copies of the question papers from the previous three years are attached to the Reading list which is distributed during the lectures.

IR422

Conflict and Peace Studies

This information is for the 2004/05 session.

Teacher responsible: Mr M Hoffman, D512

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations, MSc Global Politics, MSc Development Studies and MSc Human Rights with permission. Other suitably qualified graduate students may only take this course with permission of the Teacher responsible and if there is space in the seminars. Students are encouraged to attend the lecture series **Complex Emergencies** (DV420) and **Strategic Aspects of International Relations** (IR415). Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: A basic background knowledge of the subject would be an advantage.

Core syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Content: A survey of theoretical approaches and practical responses to the problems of conflict, violence and peace, together with associated concepts including stability, change, order and justice. General and particular theories and debates concerning the causes, dynamics, processes, functions and effects of conflict: social psychological, nationalism and ethnic identity, political economy, basic human needs, gender. Characteristics of contemporary conflicts: protracted social conflicts versus complex emergencies. Theories of peace: order, justice, procedural. Characteristics and techniques of official and unofficial approaches to conflict management, resolution and transformation. Applications of these to contemporary conflicts. Ethics of third party interventions.

Teaching: Ten one-and-a-half hour lectures (IR422) beginning week one of MT, 18 one-and-a-half hour seminars (IR422.1) beginning in week three of MT, plus two revision seminars in ST.

Written work: Three 2,000-word essays, marked by the seminar teacher.

Reading list: A detailed reading guide will be provided at the first meeting. Useful survey texts are: J Bercovitch & J Rubin (Eds), *Mediation in International Relations: Multiple Approaches* (1992); Hugh Miall, Oliver Ramsbotham & Tom Woodhouse, *Contemporary Conflict Resolution* (2000); J Burton (Ed), *Conflict: Human Needs Theory* (1990); C Crocker & F O Hampson (Eds), *Managing Global Chaos: Sources of and Responses to International Conflict* (1997); V Jabri, *Discourses on Violence: Conflict Analysis Reconsidered* (1996); C R Mitchell & M Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach* (1996); W Zartman & L Rasmussen (Eds), *Peacemaking in International Conflict: Methods and Techniques* (1998).

Assessment: There is a three-hour written examination in the ST, requiring three questions out of 12 to be answered.

IR425

Soviet and Post-Soviet Foreign Policy

This information is for the 2004/05 session.

Teacher responsible: Professor M Light, D411

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research, MSc Theory and History of International Relations and MSc Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and government are desirable.

Core syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 2004 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states; to the relationship of theory to practice and to the continuity and change in Soviet and Russian foreign policy.

Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making. Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and détente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign policy.

Teaching: Lectures (IR425.1) 15 weekly ML and 16 one-and-a-half hour weekly seminars (IR425.2) commencing in week five of MT. Students are also required to attend the foreign policy related seminars in the **Post Communist Politics and Policies** seminar EU451.

Written work: Students will be expected to write three 2,000-word essays for their seminar teacher, and to present at least one seminar topic.

Reading list: A more detailed list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful: Paul Dibb, *The Soviet Union: The Incomplete Superpower*, Macmillan, 1986; F Fleron, E Hoffman & R Laird (Eds), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; M S Gorbachev, *Perestroika: New Thinking for Our Country and the World*, Collins, 1987; Fred Halliday, *The Making of the Second Cold War*, Verso, 1983; Margot Light, *The Soviet Theory of International Relations*, Wheatsheaf, 1988; Joseph L. Noye & Robert H Donaldson, *Soviet Foreign Policy since World War II* (3rd edn), Pergamon Press, 1988; Mark Webber, *The International Politics of Russia and the Successor States*, Manchester University Press, 1996; N Malcolm, A Pravda, R Allison & M Light, *Internal Factors in Russian Foreign Policy*, CUP, 1996.

Assessment: A formal three-hour examination. Students must answer three out of 12 questions.

IR427

International Politics of Africa

This information is for the 2004/05 session.

Teachers responsible: Dr D Jacquin-Berdal, D413 and Dr C Alden, D608

Availability: Course intended primarily for MSc International Relations, MSc International Relations Research and MSc Theory and History of International Relations. Other students may take this course as permitted by the regulations for their degrees. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Pre requisites: Some familiarity with international relations theory would be useful.

Core syllabus: The international and regional dimensions of contemporary African politics.

Content: The state in Africa; the impact and legacies of colonialism and the Cold War, nationalism and decolonisation; Africa and the World Economy; the foreign policies of African states; the role of extra-regional powers and international organisations in Africa; ethnicity and territorial integrity; the interplay between domestic, regional and international factors in African conflicts; development, democratisation and human rights.

Teaching: 15 weekly lectures commencing in week one of MT, and 15 one-and-a-half hour seminars commencing in week six of MT. Students might also want to attend the relevant lectures in the **New States in World Politics** (IR902). There are also three IR427 lecture time slots set aside for guest speakers, subject to the availability of invitees.

Written work: Students will be expected to submit three 2,000-word essays to be marked by the seminar teacher, and to present at least one seminar topic.

Reading list: A detailed Reading list will be provided at the beginning but students will find the following preliminary reading useful: C Ake, *Democracy and Development in Africa* (1996); J-F Bayart, *The State in Africa* (1993); C Clapham, *Africa and the International System* (1996); J Harbeson & D Rothchild (Eds), *Africa in World Politics* (2000); Z Laird, *The Superpowers and Africa* (1990); P Schraeder, *African Politics and Society* (2000); R Joseph (Ed), *State Conflict and Democracy in Africa* (1999); Stephen Wright (Ed), *African Foreign Policies* (1998).

Assessment: One three-hour written examination in the ST, requiring three questions out of 12 to be answered.

IR429

Economic Diplomacy

This information is for the 2004/05 session.

Teachers responsible: Mr Stephen Woolcock, D613 and Sir Nicholas Bayne KCMG C/O D611

Availability: Course is intended for graduate students studying for the MSc Practice of International Affairs, the MSc in International Relations, MSc International Relations (Research) or MSc in Politics of the World Economy and other graduates at the discretion of those running the course. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: This course will study the changing nature of economic diplomacy (defined as how states and non-state actors respond to international economic interdependence). The focus of the course will be on the decision making processes and includes, as an integral part of the course, an opportunity for dialogue with senior policy practitioners.

Content: The course will cover the theoretical and analytical foundations of decision making in economic diplomacy, focusing on national decision making but including the role of non-state actors and international organisations. There will be coverage of historical background to economic diplomacy in order to compare current developments with past experience and lessons. The course will then look at the changing nature of economic diplomacy including analysis of decision making at national, regional (ie the European Union) and multilateral levels. Theoretical and analytical work will be augmented by a series of case studies in economic diplomacy, on issues such as debt relief for poor countries, managing international financial crises, multilateral trade and investment agreements, etc.

Teaching: There will be a course of 20 lectures (IR429.1) beginning in the first week of the MT and continuing through the MT and LT. In addition to the lectures given by LSE staff responsible for the course, senior policy practitioners will make presentations on the case studies. These form an integral part of the course and are designed to provide insights into the factors shaping decision making in international economic relations. The course also includes a weekly seminar series (IR429.2) which will begin in the third week of MT and continue through the MT, LT and into the ST. The seminars will take the form of student presentations followed by group discussion.

Written work: Students will be expected to write three 2,000-word essays during the course of the year to be marked by the seminar teacher.

Reading list: Students will be expected to read widely in appropriate books and journals. A detailed Reading list will be provided at the beginning of MT. The following provide general background to the topic: N Bayne & S Woolcock, *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations*, 2003; J Spero & J Hart, *The Politics of International Economic Relations*, 6th edn, 2002; P Kennen, *Managing the World Economy: fifty years after Bretton Woods*, 1994; R Putnam & N Bayne, *Hanging Together: cooperation and conflict in the seven power summits*, 1987; N Bayne, *Hanging in There: The G7 and G8 Summit in Maturity and Renewal*, 1999; V Cable, *Globalisation and Global Governance*, 1999.

Assessment: Assessment will be by means of a three-hour examination in the ST based on the lecture course and work covered by the seminars. Students will have to answer three of 12 questions.

IR430 Half Unit

History and Theory of European Integration

This information is for the 2004/05 session.

Teacher responsible: Dr K E Smith, D415

Availability: Course available only for MSc European Politics and Governance, MSc (Research) European Studies and MSc International Relations students. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: The course seeks to give students an understanding of the dynamics of West European integration over the past 50 years; the historical and geopolitical context within which European integration has developed; the role of the EU institutions in the integration process; and theories of integration.

Content: Theorising European integration; neo-functionalism, federalist, and intergovernmental approaches; the impact of the international system and international developments on integration. Origins and history of European integration from the 1950s to today. The key institutions of the European Union: the European Commission, the Council of Ministers, the presidency, the European Council, the European Parliament, and the European Court of Justice.

Teaching: 10 lectures in MT, 10 seminars in MT.

Written work: Substantial seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher.

Reading list: No single book is exactly coterminous with the syllabus. The following are useful introductions: Desmond Dinan, *Ever Closer Union?*, Macmillan, 1999; Geir Lundestad, *Empire by Integration*, Oxford, 1998; Brent Nelson & Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (3rd edn), Lynne Rienner, 2003; John Peterson & Michael Shackleton, *The Institutions of the European Union*, Oxford 2002; Ben Rosamund, *Theories of European Integration*, Macmillan, 2000.

Assessment: An unseen, two-hour written examination in the ST (100%).

IR431 Half Unit Not available in 2004/05
European Union Policy-making in a Global Context
 This information is for the 2004/05 session.

Teacher responsible: Professor W Wallace, D508
Availability: Course intended primarily for MSc International Relations, MSc European Politics and Governance, MSc Theory and History of International Relations, and MSc European Social Policy. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: The course places the development of EU policy-making in the context of the declining ability of European nation states to provide security, prosperity and welfare for their citizens, thus transferring a widening range of competences to this new level of governance. It examines the interaction between 'Europeanisation' and globalisation, the impact of the end of the cold war and of successive enlargements, on the evolution of common policies and their implementation.

Content: The crisis of the European nation state; the USA, NATO and West European integration as a 'civilian' power, modernization, globalisation and regional integration; the political economy of European integration - regulation, redistribution, taxation, money, social and labour policies; the pursuit of common foreign policy, and of a security and defence dimension, cooperation on police, justice, immigration and border control, enlargement as a policy and a process; problems of identity, legitimacy and democratic accountability; the EU as an emerging regional system.

Teaching: 10 Regional Integration in Western Europe (IR303) lectures in LT; 10 seminars (IR431) in LT.

Written work: Substantial seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher.

Reading list: No single book is exactly coterminous with the syllabus. The following are useful introductions: Desmond Dinan, *Ever Closer Union?*, Macmillan, 1999; Brent Nelson & Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration*, Lynne Rienner, 1998; John Peterson & Michael Shackleton, *The Institutions of the European Union*, Oxford 2002; Ben Rosamund, *Theories of European Integration*, Macmillan, 2000; Helen Wallace & William Wallace, *Policy-Making in the European Union*, Oxford, 2000.

Assessment: An unseen, two-hour written examination in the ST (100%).

IR433 Half Unit Not available in 2004/05
The International Politics of EU Enlargement
 This information is for the 2004/05 session.

Teacher responsible: Professor Christopher Hill, D409
Availability: MSc European Politics and Governance, MSc International Relations

Core syllabus: This course examines EU enlargement from the point of view of International Relations, as opposed to the intra-EU and political economy perspectives which are provided in other courses (IR413; EU441). The principal aim is to understand the interplay between enlargement, EU foreign policy and wider geopolitics. With this in mind enlargement is considered both as an act of European foreign policy and as a phenomenon impacting on the foreign policies of other states and actors.

Content: The course begins with a discussion of the theoretical issues of the international dimension of EU enlargement, viz: size, diversity, pace of change, reach; external reactions; and the widening v. deepening dilemma within the EU. It moves on to a broadly chronological discussion of the various phases of enlargement from 1973 to the present, examining the inputs from key Member States as well as from the EU institutions, and analysing the extent to which strategic policy-making characterised each round. In the last part of the course the attention switches to more thematic concerns: the role of the self-excluded states (Norway, Switzerland, Iceland, Greenland); the problem of neutrality; security, NATO and the post-Cold War European order; the geopolitical issue of Europe's final border; and the view from outsiders, such as the United States, Russia, Turkey and Morocco.

Teaching: 10 lectures and 10 seminars in the LT.

Reading list: Graham Avery and Fraser Cameron, *The Enlargement of the European Union*; Christopher Hill and Karen E. Smith (Eds.), *European Foreign Policy: Key Documents*; Heather Grabbe and Kirsty Hughes, *Enlarging the EU Eastwards*; Simon Nuttall, *European Political Cooperation*; Karen E. Smith, *The Making of EU Foreign Policy: The Case of Eastern Europe*; William Wallace, *Opening the Door: The Enlargement of NATO and the European Union*; Jan Zielonka (Ed.), *Europe Unbound: Enlarging and Reshaping the Boundaries of the European Union*.

Assessment: Two-hour unseen examination in June.

IR434 Half Unit Not available in 2004/05
European Defence and Security
 This information is for the 2004/05 session.

Teacher responsible: Dr S Economides, D709

Availability: MSc European Politics and Governance, MSc International Relations.

Core syllabus: This course examines the role of defence and security issues in European integration. It traces the evolution and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, the relationship with NATO and the EU's wider international profile.

Content: The course is divided into three parts. Part one provides a theoretical overview of the role of defence and security issues in European integration. It addresses the question of defence and European identity, the relationship between European defence and the national objectives of Member-States, the link between collective defence and collective security as well as the role of defence in the EU's evolution as a civilian actor in international relations. Part two looks at the historical evolution of the plans, structures and institutions of European defence and security. It places this evolution in the context of the early post-Second World War era, the Cold War and German rearmament and the issues of extended deterrence, burden-sharing within NATO and the emergence of a European pillar to Western defence. Part three examines the more contemporary developments in European defence and security and concentrates on the relationship with European Political Cooperation/Common Foreign and Security Policy, moves to institutionalise defence and the initial steps towards a 'European Army'. Included in the third part are examinations of the EU's recent experiences in the Balkans, and elsewhere, with respect to defence and security co-operation, and the implications of this on the EU's role in the world.

Teaching: 10 lectures and 10 seminars in the MT and one seminar in the ST.

Reading list: Anne Deighton (Ed), *Western European Union: Defence Security Integration*; Anton Depoite, *Europe Between the Superpowers*; Paul Gebhard, *The United States and European Security*; Heather Grabbe, *The Sharp Edges of Europe*; Francois Heisbourg et al., *European Defence: Making it Work*; Sean Kay, *Nato and the Future of European Security*; G Rees Wyn, *The Western European Union at the Crossroads*; Stanley Sloan, *The United States and European Defence*; Panos Tsakaloyannis, *The European Union as a Security Community* (1996).

Assessment: Two-hour unseen examination in June.

IR440 Not available in 2004/05
Internationalism and Its Critics
 This information is for the 2004/05 session.

Teacher responsible: Professor F Halliday, D510

Availability: MSc International Relations and MSc International Relations Research, MSc Politics of the World Economy and MSc Politics of the World Economy Research, MSc Nationalism and Ethnicity, MSc Theory and History of International Relations. Other graduate students may take this course by agreement. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: An introduction to theories of loyalty and organisation transcending the nation state. Classical, and contemporary theories. Statist, nationalist and communitarian criticisms. Internationalism and contemporary policy issues.

Content: Theories of internationalism - liberal, revolutionary, hegemonic. Core issues. Variants of internationalism in classical Greco-Roman, Islamic and Christian thinking. Enlightenment and after: Kant, Paine, Saint-Simon, Marx. Contemporary theorists: Beitz, O'Neill, Held, Linklater, Beck, Nussbaum. Internationalism in the contexts of globalisation and of protest movements, anti-globalisation and Islamist. Critics: Rousseau, Herder, Carr, Rawls, Walzer. Contemporary policy issues: migration, economic redistribution, human rights, intervention, global governance, nationalist revival.

Teaching: 15 lectures in MT and LT, 15 seminars LT and ST.

Written work: Students will be expected to write three 2,000-word essays at stipulated times during the course of the year to be marked by the seminar teacher.

Introductory Reading list: Daniele Archibugi & David Held (Eds), *Cosmopolitan Democracy*; Charles Beitz and others (Eds), *International Ethics*; E H Carr, *Nationalism and After*; Pheng Cheah & Bruce Robbins (Eds), *Cosmopolitanism*; Fred Halliday, *Revolution and World Politics*; Derek Heater, *World Citizenship and Government*; Stanley Hoffmann & David Fidler (Eds), *Rousseau on International Relations*; F H Hinsley, *Power and the Pursuit of Peace*; Ghita Ionescu (Ed), *The Political Thought of Saint-Simon*; Dominic Lieven, *Empires*; Andrew Linklater, *The Transformation of Political Community*; Roel Meijer (Ed), *Cosmopolitanism, Identity and Authenticity in the Middle East*; J Ostrom Moller, *The End of Internationalism*; Martha Nussbaum and others (Eds), *For Love of Country*; John Ruggie, *Constructing the World Polity*; Anthony Smith, *Nations and Nationalism in a Global Era*.

Assessment: Three-hour unseen written examination in June.

IR441

International Society and World Society: English School Theory
 This information is for the 2004/05 session.

Teacher responsible: Professor B Buzan, B806

Availability: Primarily intended for MSc International Relations, MSc International Relations Research, MSc Politics of the World Economy, and MSc Theory and History of International Relations. Other Masters level students with the permission of the teacher responsible. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: The aim of the course is to give students a thorough introduction to the literature and way of thinking of the English school, and to take them into its central debates in some depth. The approach will emphasise the potential of the English school to be used as a social structural approach to understanding international relations: not so much a normative theory (though that too) as a theory about the role of norms in structuring international and world society. It will be more orientated towards where the English school might go, than where it has been.

Content: The first three weeks give an overview of the English school and set it into the context of IR theory generally. Weeks 4-8 explore the historical side of English school work in terms of comparative international society and the expansion of European international society to global scale. Weeks 9-14 explore the central tension in English school theory between pluralism and solidarism as reflected in the debates about how international and world society relate. Weeks 15-18 highlight the idea that primary institutions (fundamental practices that are more evolved than designed) define the comparative advantage of the English school in IR theory, and that the study of primary institutions opens up new ways of understanding the history and dynamics of international society. Finally, weeks 19-20 look at the critical positions on the English school and sum up the case for finding English school theory a useful counterpoint to mainstream, mostly American, IR theory.

Teaching: There will be 20 one-hour lectures during MT and LT and 13 one-and-a-half hour seminars starting in week three and continuing through to week 19 at intervals of one, two or three weeks depending on the topic.

Written work: Students must write three essays of 2,000 words length and make seminar presentations.

Reading list: A full reading list will be provided at the beginning of the year. Those interested can consult the English school website:

www.leeds.ac.uk/polis/englishschool/ on which can be found both a comprehensive bibliography of English school writings, and a selection of recent conference papers from English school panels at BISA, ISA and the Pan-European Conferences. Key texts are: Hedley Bull, *The Anarchical Society: A Study of Order in World Politics*, London, Macmillan (1997); Barry Buzan, *International Society and World Society*, Cambridge, Cambridge University Press (2004); Kai Alderson and Andrew Hurrell (eds.), *Hedley Bull on International Society*, London, Macmillan (2000); Tim Dunne, *Inventing International Society: A History of the English School*, London, Macmillan (1998); Hedley Bull and Adam Watson (eds.), *The Expansion of International Society*, Oxford: Oxford University Press (1984).

Assessment: Formal, unseen three-hour, three-question exam in the ST (100%).

IR450

International Political Economy MSc
 This information is for the 2004/05 session.

Teacher responsible: Dr A Walter, D507

Availability: Course intended only for MSc in Politics of the World Economy and MSc Politics of the World Economy Research. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth century.

Content: The purpose of this core course for the MSc (Econ) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history, an appraisal of the theories and history of international economic relations, and a detailed understanding of specific issues of significance during the 20th century. The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries is of special interest for

the course. Specific phenomena like the functioning of the Bretton Woods order, international financial and trade relations and the spread of regionalism will also be examined. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of globalisation.

It is not a course in elementary international economics nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history in political economy. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompasses the subject more generally.

Teaching and Written work: There will be a lecture course (IR450.1) on **International Political Economy** commencing in week one of the MT. Students will be assigned to **International Political Economy** seminar groups (IR450.1A) which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc PWE programme. Three 2,000-word essays will be set and marked by the seminar teacher. A series of 10 lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. The lecture series is primarily intended for those with little or no background in international economics.

Reading list: It is advisable to absorb the less technically economic parts of the course before the lectures begin. Only such sources are quoted below. A more complete source-list is provided in the course outline. A small amount of technical economics is required, and taught as part of the course. J Frieden & D Lake (eds), *International Political Economy*; Eli F Hecksher, *Mercantilism*; J Baechler, *The Origins of Capitalism*; F Braudel, *Afterthoughts on Material Civilization and Capitalism*; Rober Gilpin, *The Political Economy of International Relations*; Susan Strange, *States and Markets*; Angus Maddison, *Phases of Capitalist Development*; Phylis Deane, *The State and the Economic System*; Robert L Heilbroner, *The Worldly Philosophers*, 1955 edn.

Assessment: Students will be required to sit a three-hour examination on the full syllabus of the **International Political Economy** course. Students will be asked to answer three out of 12 questions.

IR451

Politics of Money in the World Economy
 This information is for the 2004/05 session.

Teachers responsible: Dr D Josselin, D515 and Dr A Walter, D507

Availability: Course intended primarily for MSc Politics of World Economy and Politics of the World Economy Research and other graduates by permission. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: This course is designed as a component of the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in international political economy.

Content: It deals with the basic concepts regarding the creation, use and management of money in the international system. Students are introduced to international monetary relations over the past century. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises and the politics of IMF conditionality, are best understood in a broader theoretical and historical context.

Teaching and Written work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT. Seminars begin in the third week of the MT and continue in the LT, with a revision session in week one of ST. Students are expected to make presentations on topics of their choice and to write three 2,000-word essays, to be marked by the seminar teacher. A series of ten additional lectures are given as part of IR451.1. **Introducing Concepts in Monetary Theory and International Monetary Economics.** Students intending to take the course must attend these lectures which also start in week one of MT.

Reading list: No one book covers the entire syllabus, but the following

general works provide a useful introduction: B Eichengreen, *Globalizing Capital*; R Germain, *The International Organization of Credit*; A Walter, *World Power and World Money*; P Cerny (Ed), *Finance and World Politics*; R Gilpin, *The Political Economy of International Relations*, Chapters 4 & 8; S Strange, *Mad Money*; B Cohen, *Organising the World's Money*; E Holm, *Money and International Politics*; J Frieden & D Lake, *International Political Economy: Perspective on Global Power and Wealth* (4th edn), section III.C; C Randall Henning, *Currencies and Politics*; L Pauly, *Who Elected the Bankers*. A detailed list of recommended reading is provided at the beginning of the course.

Assessment: There is a three-hour formal examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR457

Politics of International Trade

This information is for the 2004/05 session.

Teacher responsible: Dr R Sally, D416

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research though other interested MSc students may apply as permitted by the regulations for their degrees. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: An examination of the major political issues and controversies in international trade.

Content: The evolution of trade policy in theory and practice. The course deals with the underlying theories of free trade and protection, and the political assumptions upon which they are based. It then considers the post-war evolution of the international trading system from the founding of the GATT through "middle-age" protectionism to the conclusion of the Uruguay Round. It then looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and "new issues" such as labour and environmental standards.

Teaching and Written work: A series of lectures (IR457), and 19 seminars (IR457) based on student presentations. Lectures begin in week one of the MT and seminars begin in the third week of the MT. Five lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. These lectures, starting in week one of the MT, are primarily intended for those with little or no background in international economics, also recommended for MSc PWE students without any background in economics. Three 2,000-word essays will be set and marked by the seminar teacher.

Reading list: Paul Krugman & Maurice Obstfeldt, *International Economics*; Paul Krugman, *Pop Internationalism*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Jagdish Bhagwati, *Protectionism and Writings on International Economics*; B Hoekman & M Kostecky, *The Political Economy of the World Trading System*; Jacob Viner, *International Economics and Studies in the Theory of International Trade*; John Jackson, *The World Trading System*; Jagdish Bhagwati & Robert Hudec (Eds), *Fair Trade and Harmonisation: Prerequisites for Free Trade?* A detailed Reading list will be distributed at the beginning of the session.

Assessment: ST formal three-hour examination, three questions to be chosen from 12.

IR459

History of Ideas in International Political Economy

This information is for the 2004/05 session.

Teachers responsible: Dr R Sally, D416 and Dr A Walter, D507

Availability: Non-examinable lecture series intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research, though other interested MSc students may attend.

Core syllabus: An examination of the major thinkers and traditions in international political economy over the last two centuries.

Content: The lectures cover the intellectual history of political economy, introducing key thinkers and relating their thought to core concepts and issues in international political economy.

The course begins with mercantilism pre-Adam Smith and then the foundations of classical political economy in Smith and Hume, goes on to cover nineteenth century traditions (English classical political economy and Marx), followed by turn-of-the-century traditions (Austrian economics, Hayek, Keynes, German neo-liberalism, the post-Keynesian neoclassical synthesis, the early Chicago School, social democratic dissent). The course ends with a coverage of more recent schools of thought (new political economy, new institutional economics, and constitutional economics).

Teaching and Written work: 15 weekly lectures beginning in week one of the MT. No Written work is required.

Reading list: The following books provide an overview of many of the

thinkers covered in the course. A more detailed Reading list is provided in the course outline: Jacob Viner, *The Long View and the Short: Studies in Economic Theory and Policy*; Lionel Robbins, *History of Economic Thought: the LSE lectures*; Razeen Sally, *Classical Liberalism and International Economic Order: Studies in Theory and Intellectual History*; Joseph Schumpeter, *History of Economic Analysis*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Robert Heilbroner, *The Worldly Philosophers*; Daniel Hausman (Ed), *The Philosophy of Economics: An Anthology* (1994).

IR460

Comparative Political Economy

This information is for the 2004/05 session.

Teacher responsible: Dr M Duckenfield, D707

Availability: Course intended primarily for MSc in the Politics of the World Economy and MSc Politics of the World Economy Research although other interested MSc students may apply. Please also see www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm for details of the International Relations Department's MSc course capping policy.

Core syllabus: The comparative study of democratic institutions and economic policy choice.

Content: This course will investigate how theories emphasising distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding and critical appreciation of basic game theoretic models of politics, and the use of quantitative methods in political economy research. A third main objective will be to show how similar theories of political economy can be applied to both OECD and developing country cases. While there will be no formal pre-requisite for the course, it would be preferable for students to have already completed an introductory sequence in microeconomics and macroeconomics. Students without a previous background in quantitative methods should attend lectures from M451 and M452.

Teaching and written work: 20 two-and-a-half hour sessions which combine lectures and seminars. Students will be required to submit three 2,000 word essays over the course of MT and LT. There will be one revision session in week one of ST.

Reading list: The bulk of this course will be taught using journal articles. In addition, students will find it useful to consult several overview texts in political economy. James Morrow, *Game Theory for Political Scientists*; Allan Drazen, *Political Economy in Macroeconomics*; Stephen Haggard & Mathew McCubbins, *Presidents, Parliaments and Policy*; Adam Przeworski, Susan Stokes & Bernard Manin, *Democracy, Accountability, and Representation*

Assessment: There is a three-hour formal examination in the ST on the full syllabus of the course. Candidates are required to answer three out of 12 questions.

IR499

Dissertation

This information is for the 2004/05 session.

Teachers responsible: Dr P Wilson, D516 and Dr R Sally, D416

MSc International Relations, MSc International Relations (Research), MSc Politics of the World Economy, MSc Politics of the World Economy (Research) and MSc The Practice of International Affairs students are required to write a 10,000-word Dissertation on a topic within the field of International Relations/Politics of the World Economy approved by the student's supervisor. The Dissertation need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Detailed advice on timing, deadlines and presentation will be given to students during the MT.

IR902

New States in World Politics

This information is for the 2004/05 session.

Teacher responsible: Dr P Lyon, Institute of Commonwealth Studies (020-7862-8838)

Availability: Course intended for BSc, MSc and other graduate students. This course is not intended as preparation for any particular examination.

Core syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching: One lecture a week taught in the LT.

Written work: None.

Basic reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed), *The Expansion of International Society*; S E Finer, *The Man on Horseback*; C Geertz (Ed), *Old Societies and New States*; J Mayall, *Nationalism and International Society*; R Mortimer, *Third World Coalition in International Politics*; H Seton-Watson, *States and Nations*; Robert H Jackson, *Quasi-States: sovereignty, international relations and the Third World*; W David McIntyre, *British Decolonisation 1946-1997*. [Further reading will be provided as the course proceeds.]

IR903

Disarmament and Arms Limitation

This information is for the 2004/05 session.

Teacher responsible: Mr N A Sims, D609

Availability: Course intended for all students interested. This course is not intended as preparation for any particular examination.

Core syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and theory they have generated; and to show how they relate to the central concerns of International Relations.

Content: Sequences of diplomacy, functions of the League of Nations, United Nations and treaties in the promotion of disarmament as an element in international public policy. Changing conceptions of disarmament and arms limitation. Nuclear arms control. Biological and chemical disarmament. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty regimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Teaching: 15 lectures, MT and LT (IR903).

Written work: None.

Reading list: C D Blacker & G Duffy (Eds) for the Stanford Arms Control Group, *International Arms Control* (2nd edn); H Bull, *The Control of the Arms Race*; N W Gallagher (Ed), *Arms Control*; J A Larsen & G J Rattray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The Evolution of Biological Disarmament*.

Contextual reading is also advised, for students to derive full benefit from this course, and a longer list is distributed at the first lecture in this series. **Office hour:** Mr Sims is normally available to see students briefly without prior appointment during his regular "office hour" in D609. For longer meetings appointments may be made with his secretary in D611.

IR904

International Verification

This information is for the 2004/05 session.

Teacher responsible: Mr N A Sims, D609

Availability: Course intended for all students interested.

This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR903 which students should attend in the MT and first half of the LT. Some familiarity with the elements of international organisation, in particular the United Nations system, is also expected.

Core syllabus: The practice and problems of the verification of compliance with international obligations, especially in relation to disarmament and arms limitation treaties, but with some attention paid to other systems of international supervision for comparison of concepts and procedures.

Content: The social and legal bases of compliance. Problems of the Domestic Analogy in International Relations, applied to the conceptual vocabulary of verification. Concepts of compliance diplomacy: the adversarial and co-operative modes contrasted. Verification of biological and chemical disarmament. Transparency, evasion scenarios and verifiability. Intrusiveness, stringency and other qualities of verification procedures. The interaction of diplomacy, law, science, politics and international organisation in different patterns of verification.

Teaching: Five lectures, LT (IR904).

Written work: None.

Reading list: I Bellany & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; G Duffy, *Compliance and the Future of Arms Control*; A S Krass, *Verification: How Much Is Enough?*; M Krepon & M Umberger (Eds), *Verification and Compliance*; N A Sims, *International Organization for Chemical Disarmament*; VERTIC, *Verification Yearbooks*; O R Young, *Compliance and Public Authority*.

Office Hour: See under IR903.

IR910 Not available in 2004/05

Decision-Making in Contemporary United States

Foreign Policy

This information is for the 2004/05 session.

Teacher responsible: Professor James P Rubin c/o D616

Availability: This course is not available as an examinable course in itself. It is available to a limited number of students registered for MSc **Foreign Policy Analysis III** course (IR411) who have relevant prior experience following graduation and to IR MPhil/PhD students researching a related subject. Application details will be available at the beginning of MT.

Core syllabus: The course will trace the processes of decision-making related to contemporary issues in US foreign policy.

Content: The course will provide a critical analysis of the practices and principles of US foreign policy decision-making, structured around presentations given by seminar participants on contemporary debates in US foreign policy. Each class will focus on a specific foreign policy topic, assessing the options open to decision-makers and the constraints imposed on them by the domestic and international realms.

Teaching: A course of 10 fortnightly seminars will be given over the MT and LT commencing in week four.

IS453

Systems Design in Context

This information is for the 2004/05 session.

Teacher responsible: Dr C Sørensen, U508. Other teacher involved: Dr Ela Klecun Dabrowska

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others.

Pre requisites: Knowledge of information systems development to the level of IS471 **Systems Development** is assumed and required.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT). **Content:** Introduction to design in the 21st Century:

- Digital convergence of technologies and the role of information infrastructures in design.
- Software design methods, tools and environments.
- Design for communication, collaboration, co-ordination, and mobility.
- Designing document systems and electronic commerce.
- Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two hour-lectures, nine two-hour seminars in the LT where students discuss articles, practice design, and present design ideas. Regular project meetings with the course teachers. The full and half option consist of the same teaching.

Reading list: G C Bowker & S L Star, *Sorting Things Out*, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; F P Brooks Jr, *The Mythical Man-Month*, Addison-Wesley, 1995; C U Ciborra, *From Control to Drift*, Oxford University Press, 2000; B Dahlbom & L Mathiassen, *Computers in Context - The Philosophy and Practice of Systems Design*, Blackwell, 1993; H M Dietel, P J Dietel & T R Nieto, *Internet & World Wide Web: How to Program*, Prentice Hall, 2000; L Groth, *Future Organizational Design: The Scope for the IT-Based Enterprise*, John Wiley, 1999; A Leer, *Welcome to the wired world: Tune in to the digital future*, ft. com, 2000; R Mansell & R Silverstone (Eds), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996; I Nonaka & H Takeuchi, *The knowledge-creating company. How Japanese companies create the dynamics of innovation*, Oxford University Press, 1995; D A Norman, *The Invisible Computer*, MIT Press, 1998; K Robins & F Webster, *Times of the Technoculture: From the information society to the virtual life*, Routledge, 1999; G I Rochlin, *Trapped in the Net: Unanticipated Consequences of Computerization*, Princeton University Press, 1997; I Sommerville, *Software Engineering*, Addison-Wesley, 1995; L Sproull & S Kiesler, *Connections. New ways of working in the networked organization*, MIT Press, 1993; M Stefik, *Internet Dreams: Archetypes, Myths and Metaphors*, MIT Press, 1997; J Yates, *Control through Communication: The Rise of System in American Management*, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A three-hour formal examination in the ST accounts for 60% of the mark. A practical group project accounts for 40%.

IS462 Half Unit

Aspects of Systems Design in Context

This information is for the 2004/05 session.

Teacher responsible: Dr C Sørensen, U508. Other teacher involved: Dr Ela Klecun Dabrowska

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, and is open to others.

Pre requisites: However, knowledge of information systems development to the level of IS471 **Systems Development** is assumed and required. This course is a half-unit version of IS453 **Systems Design in Context** and cannot be taken with that course.

Core syllabus: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Content: Introduction to design in the 21st Century:

- Digital convergence of technologies and the role of information infrastructures in design.
- Software design methods, tools and environments.
- Design for communication, collaboration, co-ordination, and mobility.
- Designing document systems and electronic commerce.
- Supporting the management of knowledge work and dealing with information and interaction overload through navigation support and information filtering.

Teaching: 10 two-hour lectures, nine two-hour seminars in the LT where students discuss articles, practice design, and present design ideas.

Reading list: G C Bowker & S L Star, *Sorting Things Out*, MIT Press, 1999; K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; F P Brooks Jr, *The Mythical Man-Month*, Addison-Wesley, 1995; C U Ciborra, *From Control to Drift*, Oxford University Press, 2000; B Dahlbom & L Mathiassen, *Computers in Context - The Philosophy and Practice of Systems Design*, Blackwell Publishers, 1993; H M Diel, P J Diel & T R Nieto, *Internet & World Wide Web: How to Program*, Prentice Hall, 2000; L Groth, *Future Organizational Design: The Scope for the IT-Based Enterprise*, John Wiley, 1999; A Leer, *Welcome to the wired world: Tune in to the digital future*, ft.com, 2000; R Mansell & R Silverstone (Eds), *Communication by Design: The Politics of Information and Communication Technologies*, Oxford University Press, 1996; I Nonaka & H Takeuchi, *The knowledge-creating company. How Japanese companies create the dynamics of innovation*, Oxford University Press, 1995; D A Norman, *The Invisible Computer*, MIT Press, 1998; K Robins & F Webster, *Times of the Technoculture: From the information society to the virtual life*, Routledge, 1999; G I Rochlin, *Trapped in the Net: Unanticipated Consequences of Computerization*, Princeton University Press, 1997; I Sommerville, *Software Engineering*, Addison-Wesley, 1995; L Sproull & S Kiesler, *Connections. New ways of working in the networked organization*, MIT Press, 1993; M Stefik, *Internet Dreams: Archetypes, Myths and Metaphors*, MIT Press, 1997; J Yates, *Control through Communication: The Rise of System in American Management*, Johns Hopkins University Press, 1989.

A study pack containing essential publications will be provided along with a list of references to additional relevant books and articles.

Assessment: A two-hour formal examination in the ST.

IS470 Half Unit Information Systems

This information is for the 2004/05 session.

Teachers responsible: Professor Chrisanthi Avgerou, U510, Dr Tony Cornford, U511 and Antonio Cordella, U507

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems and for the MSc in New Media, Information and Society. It is available as an outside option to other MSc students.

Pre requisites: A basic knowledge of computing is required.

Core syllabus: This course elaborates on the theoretical and epistemological foundations of the study of information systems.

Content: The course provides an introduction to information systems in terms of themes studied and major theoretical perspectives. The course focuses closer on some of the theoretical perspectives used currently in the social study of information and communication technologies: transaction cost economics, institutionalist theory, and the sociology of technology.

Teaching: 10 two-hour lectures, and 10 one-hour classes in the MT.

Reading list: Many readings will be made available in a study pack for students. Other references include: C Ciborra, *Teams, Markets and Systems*, Cambridge University Press, 1993; C Avgerou, C Ciborra & F Land, *Social Study of ICT*, Oxford University Press, 2004; W L Currie & B Galliers, *Rethinking Management Information Systems*, Oxford University Press, 1999.

Assessment: 50% course work (5% for the language skills Assessment exercise, 45% for a 3,000 word literature review essay) and 50% for a two-hour unseen examination.

IS471 Half Unit Systems Development

This information is for the 2004/05 session.

Teachers responsible: Dr C Sørensen, U508 and Mr Will Venters

Availability: This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Pre requisites: A basic knowledge of computing, including hardware and software.

Core syllabus: A critical review of the processes by which organisational problems are analysed, and information systems are developed to address these problems. An appreciation of the tools used in systems development.

Content: The course considers the framing, resourcing and execution of systems development projects within organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed. Issues of the design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, but contrasts this approach with other contemporary process models.

Teaching: 10 two-hour lectures, five one-hour lectures and 10 one-hour classes in the MT.

Reading list: C Avgerou & T Cornford, *Developing Information Systems: Concepts, Issues and Practice*, 2nd edn, Macmillan, 1998; G Booch et al, *Unified Modelling Language User Guide*, Addison-Wesley, 1999; E Yourdon, *Modern Structured Analysis*, Prentice Hall, 1989; P Checkland, *Systems Thinking, Systems Practice*, Wiley, 1981; D Avison & G Fitzgerald, *Information Systems Development Methodologies*, McGraw Hill, 1996; L Mathiassen et al, *Object Oriented Analysis and Design*, Marko, 2000. Selected reading references to other books and papers will be provided.

Assessment: There is a two-hour examination in the ST 60% of the final Assessment and a team project provides the remaining 40%.

IS472 Half Unit Information Systems Management

This information is for the 2004/05 session.

Teacher responsible: Professor I O Angell, U302. Other teacher involved: Dr S Smithson, U310

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Pre requisites: A basic knowledge of computing is required.

Core syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines issues involved in the management of the technology, including policies for strategic planning, knowledge management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing, IS governance and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues.

Teaching: 10 one-hour lectures, 10 classes and 10 two-hour seminars in the MT.

Reading list: R D Galliers, D E Leidner & B S H Baker, *Strategic Information Management*, 2nd edn, Butterworth Heinemann, 1999; D Knights & F Murray, *Managers Divided*, Wiley, Chichester 1994 plus other books and journal articles.

Assessment: There is a three-hour formal examination in the ST.

IS473

Interpretations of Information

This information is for the 2004/05 session.

Teacher responsible: Dr Edgar Whitley, U407 and Dr Jannis Kallinikos, U408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to other MSc students.

Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures and 10 hours of classes in the LT and 10 hours seminar LT.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course. C Ciborra, *Labyrinths of Information* OUP, 2002; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, MIT Press, Cambridge, MA, 1987; M Heidegger, *Being and Time* (trans J Macquarrie & E Robinson); B Latour, *We Have Never Been Modern* (trans Catherine Porter), Harvester, New York, 1993; M Polanyi, *The Tacit Dimension*, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, *Philosophical Investigations* (trans G E M Anscombe), Basil Blackwell 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000; H Collins & M Kusch, *The shape of actions: What humans and machines can do*, MIT Press, Cambridge, MA, 1998.

Assessment: A three-hour examination in the ST and an individual essay

(up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS474

Innovation and Technology Management

This information is for the 2004/05 session.

Teacher responsible: Dr N Mitev, U401 and Dr Jonathan Liebenau, U402

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems.

Core syllabus: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and explore the relevance to information systems implementation and management.

Content: The course introduces different theoretical perspectives on innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures, IT expertise, decision-making, project escalation in information systems projects, and technology disasters.

Teaching: 10 two-hour lectures, five two-hour seminars in LT.

Reading list: D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996; D Mowery & N Rosenberg, *Paths of innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing technology: organisations, culture and change*, Routledge, London and New York, 1999; J R Chiles, *Inviting disaster: Lessons from the edge of technology*, 2001; P Hall, *Great planning disasters*, 1982; C Sauer, *Why information Systems Fail: A Case Study Approach*, Alfred Waller, 1993.

Assessment: Individual essay (up to 5,000 words, 50%) based on case material in LT, and a three-hour examination in the ST (50%).

IS475

IT and Development

This information is for the 2004/05 session.

Teacher responsible: Dr S Madon, U306

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course and extra readings on information systems concepts will be provided.

Core syllabus: This course is concerned with understanding the different viewpoints found in the literature about the role of IT in achieving development. This provides the basis for discussing a variety of issues regarding IT-based socio-economic activity in the context of developing countries.

Content: The course is organised into foundation sessions and topic sessions. Foundations sessions cover concepts of development and concepts of information systems. Topic sessions may include a range of areas including

E-Commerce in developing countries.

Global Software Outsourcing.

IT and Development Administration.

E-Governance for Development.

IS and Non-governmental Development Organisations.

Teaching: 10 two-hour seminars and nine workshops in the LT

Reading list: C Avgerou & G Walsham, *Information Technology in Context*, Ashgate, 2000; S Krishna & S Madon, *The Digital Challenge: Information Technology in the Development Context*, Ashgate, 2003. A full reference list from other books and journals will be provided.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS476

Security in Information Systems for Organizations

This information is for the 2004/05 session.

Teacher responsible: Dr James Backhouse, U409

Availability: This stream is optional for the MSc in the Analysis, Design and Management of Information Systems.

Core syllabus: The study of IS security from a social perspective, analysing the role of technical, formal and informal elements in the security of systems.

Content: Social approaches to IS security; using social theory to study IS Security; security policy and security management; risk management;

methods and limitations; evaluation of security technology; trusted platforms; interoperability in secure e-commerce; certification and accreditation; the limits of law for IS security; regulation and compliance as security issues.

Teaching: 10 two-hour lectures, 10 classes, at least five two-hour security colloquia/seminars.

Reading list: R Anderson, *Security Engineering. A guide to building dependable distributed systems*, John Wiley, 2001; J R Beniger, *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press, 1986; W Caelli et al, *Information Security Handbook*, Macmillan, 1994; J Liebenau & J Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; Adams & Lloyd, *Understanding Public Key Infrastructure*, 1999; C Pfleger, *Security in Computing*, Prentice Hall, 1997; W Cheswick, S Bellovin & A Rubin, *Firewalls and Internet Security: Repelling the Wily Hacker*, Addison Wesley, 2003; B Schneier, *Beyond Fear. Thinking Sensibly About Security in an Uncertain World*, Springer Verlag, W Stallings, *Network Security Essentials*, Prentice Hall, 2000; S Gafinkel, *Database Nation: the death of privacy*, O'Reilly Associates, 2000.

Assessment: A three-hour examination in the ST and a group essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS477

Interorganizational Information Systems

This information is for the 2004/05 session.

Teacher responsible: Dr Steve Smithson, U310. Other teacher involved Mr Antonio Cordella

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organisational, managerial, and theoretical aspects of computer-based interorganisational information systems.

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives of interorganisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: 10 two-hour seminars, nine one-hour classes.

Reading list: E Turban, J Lee, D King & H M Chung, *Electronic Commerce: A Managerial Perspective*, Prentice Hall, NJ, 2000; P Timmers, *Electronic Commerce: Strategies and Models for Business-to-Business Trading*, Wiley, 1999; R Kalakota & A B Winston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS481 Half Unit Aspects of Information

This information is for the 2004/05 session.

Teachers responsible: Dr Edgar Whitley, U407 and Dr Jannis Kallinikos, U408

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems and is compulsory for MSc New Media, Information and Society. Other MSc students may follow this course but a good knowledge of information technology is required. This course is a half-unit version of IS473 **Interpretations of Information** and cannot be taken with the latter course.

Core syllabus: The course explores the socio-philosophical foundations of information and information systems. It introduces students to the key theoretical principles underlying information systems and applies them to practical issues of information systems development and management.

Content: The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures in the LT and 10 hours of classes.

Suggested readings: Indicative readings are given below. A full reading list will be provided at the start of the course.

C Ciborra, *Labyrinths of Information*, OUP, 2002; U Beck, *The Risk Society: Towards a New Modernity*, Sage, 1986/1992; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, MIT Press, Cambridge, MA, 1987; M Heidegger, *Being and Time* (trans J Macquarrie & E Robinson); B Latour, *We Have Never Been Modern* (trans Catherine Porter), Harvester, New York, 1993; M Polanyi, *The Tacit Dimension*, Peter Smith, Gloucester, MA, 1996; L Wittgenstein, *Philosophical Investigations* (trans G E M Anscombe), Basil Blackwell, 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000; H Collins & M Kusch, *The Shape of Actions: What humans and machines can do*, MIT Press, Cambridge, MA.

Assessment: A three-hour examination in the ST.

IS482 Half Unit**Aspects of Innovation and Technology Management**
This information is for the 2004/05 session.

Teacher responsible: Dr N Mitev, U401 and Dr Jonathan Liebenau, U402
Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems. This course is a half-unit version of IS474 **Innovation and technology management** and cannot be taken with the latter course.

Core syllabus: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and to explore the relevance to information systems implementation and management.

Content: The course introduces different theoretical perspectives on innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures, IT expertise, decision-making, project escalation in information systems projects, and technology disasters.

Teaching: Five two-hour lectures, five two-hour seminars in LT.

Reading list: D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996; D Mowery & N Rosenberg, *Paths of innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing technology: organisations, culture and change*, Routledge, London and New York, 1999; J R Chiles *Inviting disaster: Lessons from the edge of technology*, 2001; P Hall, *Great planning disasters*, 1982; C Sauer, *Why information Systems Fail: A Case Study Approach*, Alfred Waller, 1993.

Assessment: Individual seminar (40%), an individual essay (up to 5,000 words, 60%) based on case material in LT.

IS483 Half Unit**Aspects of IT and Development**

This information is for the 2004/05 session.

Teacher responsible: Dr S Madon, U306

Availability: This course is an option for the MSc in the Analysis, Design and Management of Information Systems. Other MSc students may follow this course and extra readings on information systems concepts will be provided.

Core syllabus: This course is concerned with understanding the different viewpoints found in the literature about the role of IT in achieving development. This provides the basis for discussing a variety of issues regarding IT-based socio-economic activity in the context of developing countries.

Content: The course is organised into foundation sessions and topic sessions. Foundations sessions cover concepts of development and concepts of information systems. Topic sessions may include a range of areas including:

E-commerce in developing countries.
 Global Software Outsourcing.
 IT and Development Administration.
 E-Governance for Development.
 IS and Non-governmental Development Organisations.

Teaching: 10 two-hour seminars.

Reading list: C Avgerou & G Walsham, *Information Technology in Context*, Ashgate, 2000; S Krishna & S Madon, *The Digital Challenge: Information Technology in the Development Context*, Ashgate, 2003. A full reference list from other books and journals will be provided.

Assessment: A three-hour examination in the ST.

IS484 Half Unit**Aspects of Security in Information Systems**

This information is for the 2004/05 session.

Teacher responsible: Dr James Backhouse, U409

Availability: This is optional for the MSc Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required. This course is a half-unit version of IS476 **Security in Information Systems for Organisations** and cannot be taken with the latter course.

Core syllabus: The study of IS security from a social perspective, analysing the role of technical, formal and informal elements in the security of systems.

Content: Social approaches to IS security; using social theory to study IS

Security; security policy and security management; risk management: methods and limitations; evaluation of security technology; trusted platforms; interoperability in secure e-commerce; certification and accreditation: the limits of law for IS security; regulation and compliance as security issues.

Teaching: 10 two-hour lectures in LT.

Reading list: R Anderson, *Security Engineering, A guide to building dependable distributed systems*, John Wiley, 2001; J R Beniger, *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press, 1986; W Caelli et al, *Information Security Handbook*, Macmillan, 1994; J Liebenau & J Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; Adams & Lloyd, *Understanding Public Key Infrastructure*, 1999; C Pfleeger, *Security in Computing*, Prentice Hall, 1997; W Cheswick, S Bellovin & A Rubin, *Firewalls and Internet Security Repelling the Willy Hacker*, Addison Wesley, 2003; B Schneier, *Beyond Fear: Thinking Sensibly About Security in an Uncertain World*, Springer Verlag; W Stallings, *Network Security Essentials*, Prentice Hall, 2000; S Gafinkel, *Database Nation: the death of privacy*, O'Reilly Associates, 2000.

Assessment: There is a three-hour formal examination in the ST.

IS485 Half Unit**Aspects of Interorganizational Information Systems**

This information is for the 2004/05 session.

Teacher responsible: Dr Steve Smithson, U310. Other teacher involved Mr Antonio Cordella

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems.

Core syllabus: The organisational, managerial, and theoretical aspects of computer-based interorganisational information systems.

Content: Underlying technologies: interorganisational. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives of interorganisational information systems. New organisational forms, such as networked organisations and electronic markets.

Teaching: 10 two-hour seminars, nine one-hour classes.

Reading list: E Turban, J Lee, D King & H M Chung, *Electronic Commerce: A Managerial Perspective*, Prentice Hall, NJ, 2000; P Timmers, *Electronic Commerce: Strategies and Models for Business-to-Business Trading*, Wiley, 1999; R Kalakota & A B Winston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

Assessment: A three-hour examination in the ST.

IS486 Half Unit**Topics in Information Systems**

This information is for the 2004/05 session.

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems and MSc New Media Information and Society.

Core syllabus: An examination of new trends in information systems.

This course has three parts; students take ONE only

A. Global consequences of information technology
 B. Knowledge, organisations and technologies
 C. E-Government

A. Global Consequences of Information Technology:

Teacher responsible

Professor I O Angell, U302

Content (A): Taught by Professor I O Angell. An investigation into the effect of advances in information technology on underlying social structures - particularly commercial and political structures.

Reading list (A): William Gibson, *Neuromancer*, Grafton Books; Jane Jacobs, *Systems of Survival*, Hodder & Stoughton; Friedrich Hayek, *The Road to Serfdom*, University of Chicago Press; Sun Tzu, *The Art of War*, OUP Press; Ronald Coase, *The Firm, the Market and the Law*, University of Chicago Press; Robert Reich, *The Work of Nations*, Simon & Schuster; Kenichi Ohmae, *The Borderless World*, Fontana; Michael Porter, *The Competitive Advantage of Nations*, Macmillan; I Angell, *The New Barbarian Manifesto*, Logan, 2000; J Kerry, *The New War*, Simon & Schuster, 1997; A Rand, *Atlas Shrugged*, Signet, 1957; L Elliott & D Atkinson, *The Age of Insecurity*, Vesso, 1998; N Nicholson, *Managing the Human Animal*, Texere, 2000; Fredrick Nietzsche, *Beyond Good and Evil*, Penguin, London, 1990.

B. Knowledge, Organisations and Technologies: Teachers responsible

Mr M Cushman, U403 and Dr W Venters

Content (B): This course will explore the concepts of knowledge, organizational forms, human activity systems and the development and application of information and communication technologies. The course will not see these as independent areas of concerns but as structures, processes and artefacts that mutually define each other but are imperfectly reflected in each other.

Reading list (B): M Alavi & D E Leidner, 'Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research

Issues', *MIS Quarterly* 25 (1), 2001; J S Brown, 'Internet Technology in Support of the Concept of Communities-of-Practice: The Case of Xerox', *Accounting, Management and Information Technologies*, 8 (4), 1998; C U Ciborra & R Andreu 'Sharing Knowledge across Boundaries', *Journal of Information Technology*, 16 (2), 2001; P Hendriks, 'Many Rivers to Cross: From ICT to Knowledge Management Systems', *Journal of Information Technology*, 16(2) pp 57-72, 2001; S Little, P Quintas & T Ray (Eds), *Managing Knowledge: An Essential Reader*, The Open University in association with Sage Publications, London, 2002; S Newell, M Robertson, H Scarbrough & J Swan, *Managing Knowledge Work*, Palgrave, 2002; I Nonaka & H Takeuchi, *The Knowledge-Creating Company*, Oxford University Press, New York, 1995; U Schultze and D Leidner, 'Studying Knowledge Management in Information Systems Research: Discourses and Theoretical Assumptions.' *MIS Quarterly* 26(3): 213-242, 2002; J-C Spender, 'Making Knowledge the Basis of a Dynamic Theory of the Firm', *Strategic Management Journal*, 17 (Special Issue (Winter)), pp 45-62, 1996; H Tsoukas & E Vladimirov, 'What Is Organizational Knowledge?', *Journal of Management Studies*, 38 (7), 2001; E Wenger, *Communities of Practice: Learning, Meaning, and Identity*, Cambridge University Press, Cambridge, 1998; K Weick, *Sensemaking in Organisations*, London, Sage Publications, 1995.

C. E-Government: Teachers responsible

Mr A Cordella and Dr T Cornford

Content (C): The course explores the consequences of government's adoption and implementation of Internet based initiatives. This is analyzed in terms of effects on the organization of the public administration and in terms of societal consequences. Core questions addressed in the course include: what government functions and practices are changed by e-government initiatives; what are the sociopolitical implications; how e-government initiatives are designed and evaluated; how public administrators are challenged by such initiatives; and what are the consequences for the relationships between public institutions and private citizens.

Reading list (C): R D Atkinson & J Ulevich, *Digital Government The Next Step to Reengineering the Federal Government*, Progressive Policy Institute Technology & New Economy Project; B G Peters, *The Politics of Public Administration*, Routledge, 2000; M Bovens & S Zouridis, *From Street-Level to System-Level Bureaucracies: How Information and Communication Technology is Transforming Administrative Discretion and Constitutional Control*, Public Administration Review: 62 (2) pp 174-184, 2002; I T M Snellen & W B H J v d Donk (Eds), *Public Administration in an Information Age. A Handbook*, Rotterdam, IOS-Press; C U Ciborra, *Unveiling E-Government and Development: Governing at a distance in the new war*, IS Working Paper 126, LSE London, 2003; A Kakabadse, N K Kakabadse & A Kouzmin, *Reinventing the Democratic Project through Information Technology: A Growing Agenda for Debate*, Public Administration Review: 63 (1) pp 44-60, 2003; R Heeks (Ed), *Reinventing Government in the Information Age*, Routledge, 1999; A Tat-Kei Ho, *Reinventing Local Governments and the E-Government Initiative*, Public Administration Review 62 (4), 2002.

Assessment: Individual seminar in the last three weeks of term (40%); Individual written assignment of no more than 5,000 words at the end of term (60%); Both will be based on case material and guidelines will be made available prior to the seminars.

IS489 Half Unit**Principles of Privacy and Data Protection**

This information is for the 2004/05 session.

Teacher responsible: Mr S Davies, U305

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems and MSc New Media, Information and Society. Other MSc students may follow the course.

Core syllabus: History and definition of privacy, Privacy in context: Cultural and personal perspectives, Privacy and the law, Globalisation and the internet; Financial privacy, Data mining and data matching, Privacy in the workplace, Encryption and other privacy enhancing techniques.

Content: The course provides a detailed overview of the key elements of privacy and data protection. Its Content is international in nature, and discusses technical, social, legal and political dimensions of key issues including visual surveillance, national security, policing, internet and medical privacy.

Teaching: There are 10 two-hour seminars in the LT.

Reading list: The course covers a wide spectrum of aspects of data protection, and will use the following texts: Privacy International: *Privacy & Human Rights 2000* at www.privacyinternational.org; David Flaherty, *Protecting Privacy in Surveillance Societies*, University of North Carolina Press, 1989; Colin Bennet, *Regulating privacy: data protection and public policy in Europe and the United States*, Cornell University Press, 1992; Phillip Agre & Marc Rotenberg (Eds), *Technology and privacy: the new landscape*, MIT Press, 1997; James Michael, *Privacy and human rights*, UNESCO, 1994.

Assessment: The course is assessed by a 5,000 word research essay.

IS490**Information Technology: Issues and Skills**

This information is for the 2004/05 session.

Teacher responsible: Dr Steve Smithson, U310

Availability: This course is a compulsory but non-assessed part of the MSc in the Analysis, Design and Management of Information Systems.

Core syllabus: This course provides students with the technological context of information systems and the opportunity to learn (or revise) essential skills in the use of particular software packages as well as research skills relevant to the study of information systems. It also provides a forum for seminars by visiting speakers.

Content: A critical overview of the changing nature of information technology. Practical laboratory-based instruction in relevant software packages. Weekly seminars given by various visiting speakers from academia and industry who will discuss a wide range of issues relevant to contemporary information systems.

Teaching: 20 two-hour seminars in MT and LTs, 10 one-hour lectures (MT), eight three-hour computer workshops (MT) and three two-hour classes (LT).

Reading list: T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 1996; F Adam & M Healy, *A practical guide to postgraduate research in the business area*, Blackhall, Stillorgan, 2000. Other books and journal articles will be recommended.

Assessment: This course is not formally assessed.

IS499**Dissertation**

This information is for the 2004/05 session.

Teacher responsible: MSc Analysis, Design and Management of Information Systems tutor. All members of the Department of Information Systems and associated academic staff are involved in dissertation support.

Availability: Compulsory for MSc Analysis, Design and Management of Information Systems

Core syllabus: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems. **Content:** The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research. The course **IS490 Information Technology: Issues and Skills** provides background material on undertaking dissertation work.

Arrangements for supervision: Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.

Referencing: Details on Departmental requirements for referencing and paraphrasing are given during the **IS490 Information Technology: Issues and Skills** course. Students with any queries on this area should contact their dissertation advisor or the MSc Tutor.

Assessment: Three paper copies must be handed in to the Department on a specified date in late August/early September. An electronic version of the dissertation must also be submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 10,000 words.

LL400**Jurisprudence and Legal Theory**

This information is for the 2004/05 session.

Teachers responsible: Dr J Penner, Professor H Collins, A342, Professor N Lacey and others

Availability: For LLM students, MSc Law, Anthropology and Society students, and other Master's level students with permission.

Content: The course is divided into two parts. During MT a range of topics in modern jurisprudence will be considered. In LT four or five important philosophers of law/schools of thought will be examined in turn, which will involve the close reading of important texts.

Teaching: 21 two-hour seminars.

Reading list: Readings will be provided in advance on a weekly or fortnightly basis.

Preliminary reading: Penner, Schiff & Nobles, *Introduction to Jurisprudence and Legal Theory: Commentary and Materials* (Butterworths, 2002); H L A Hart, *The Concept of Law* (2nd edn, OUP, 1994).

Assessment: This subject is examined by one three-hour paper.

LL402**Alternative Dispute Resolution**

This information is for the 2004/05 session.

Teacher responsible: Professor S Roberts, A150

Availability: For LLM degree and MSc Law, Anthropology and Society. No previous knowledge of alternative dispute resolution is required.

Core syllabus: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and practical exercises. It is divided into two parts: following an

examination of the history of the "informal justice" movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation and hybrid processes. In the second half the course examines alternatives to adjudication in particular subject areas, as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

Teaching: Teaching will be by 23 two-hour (LL402) seminars, held weekly at LSE.

Reading list: A reading list will be distributed at the beginning of the course. Main texts are: M Palmer & S Roberts, *Dispute Processes* (Butterworths, 1998); S Goldberg, F Sander & N Rogers, *Dispute Resolution* (Little Brown, 2nd edn, 1992); J Murray, A Rau, & E Sherman, *Processes of Dispute Resolution* (Foundation Press, 2nd edn, 1996).

Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 5,000 words on a topic chosen in consultation with the Teachers responsible for the course. In the overall assessment of the candidate's performance such essay shall carry weighting of 25% of the total marks awarded in the examination in the subject. Essays to be submitted by end of LT.

LL403

Copyright and Related Rights

This information is for the 2004/05 session.

Teacher responsible: Ms A Barron, A155

Availability: For LLM students and other Master's level students with permission.

Core syllabus: An examination of the law of copyright and related rights in the UK, in the context of an analysis of the history of the institution of copyright; the arguments that have been advanced to justify or oppose its expansion; its role in UK cultural policy; and its relationship with the technologies, institutions and investment strategies that sustain the global culture industries.

Content: Topics to be covered will include: the major international conventions on copyright and their role in bringing about the global harmonization of copyright norms; the role of the EU in determining the contours of copyright law in its various Member States; the history and conceptual basis of copyright in the UK; the major rules and doctrines of copyright law in the UK, referring, where appropriate, to the copyright laws of other jurisdictions; case studies of particular areas of contemporary interest.

Teaching: There will be one two-hour seminar weekly.

Reading list: Students will receive a detailed reading list for each topic. Preliminary Reading: David Hesmondhalgh, *The Cultural Industries* (Sage, 2002); Neil Netanel, "Copyright and a Democratic Civil Society", 106, *Yale Law Journal*, 283-387 (1996); Mark Rose, "The Author as Proprietor: Donaldson v Beckett and the Genealogy of Modern Authorship" in Brad Sherman & Alain Strouwel (Eds), *Of Authors and Origins: Essays on Copyright Law* (Clarendon, Oxford, 1994).

Assessment: One three-hour written paper.

LL404

Criminal Procedure and Evidence

This information is for the 2004/05 session.

Teacher responsible: Dr M Redmayne, A158

Availability: For LLM and MSc Criminal Justice Policy.

Core syllabus and Content: This course examines key aspects of the processes of prosecution and trial in England and Wales. It considers the values underlying the criminal process, such as the need to deliver accurate verdicts and to respect the rights of suspects, defendants and victims. These values are considered in the context of various topics. While the topics considered may vary slightly from year to year, they are likely to include: police interrogations and confessions; identification evidence; prosecution; disclosure; entrapment and abuse of process; double jeopardy; privilege against self-incrimination; guilty pleas; the jury; relevance and admissibility; burden and standard of proof; cross-examination; hearsay; character evidence; experts; vulnerable witnesses; exclusionary rule; appeals.

Teaching: Weekly two-hour seminar.

Indicative reading: Ashworth, *The Criminal Process*; Dennis, *The Law of Evidence*; Twining, *Rethinking Evidence*.

Assessment: Three-hour examination.

LL406 Half Unit

Introduction to Regulation

This information is for the 2004/05 session.

Teachers responsible: Professor R Baldwin, A455 and Mr L Stirton

Availability: This is an optional paper for LSE LLM students, the MSc Analysis, Design and Management of Information Systems, MSc Law and Accounting, MSc Public Policy and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement. This paper is NOT available for students of the MSc

Regulation programme.

Core syllabus: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics.

Content: Topics include: defining regulation; regulatory institutions; the regulatory state; regulatory styles and processes; standard setting; enforcement and compliance; supranational regulation and regulatory competition; evaluation and accountability; counter-productive regulation and unintended effects.

Teaching: 10 weekly two-hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Reading list: R Baldwin & M Cave, *Understanding Regulation* (1999); R Baldwin, C Hood & C Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); A Ogus, *Regulation* (OUP, 1994); R Baldwin, *Rules and Government* (OUP, 1995); I Ayres & J Braithwaite, *Responsive Regulation* (OUP, 1992); L Hancher & M Moran, *Capitalism, Culture and Regulation* (OUP, 1989); M Derthick & P Quirk, *The Politics of Deregulation* (1985); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (OUP, 1995).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL407 Half Unit

Media and Communications Regulation

This information is for the 2004/05 session.

Teachers responsible: Mr C Scott A340, Dr N Coudry (Sociology) S216 and Ms A Barron, A155

Availability: This is an optional paper for the MSc Regulation, LLM students, the MSc Analysis, Design and Management of Information Systems, MSc Law and Accounting, MSc Public Policy and a compulsory paper for the MSc Media and Communications Regulation. Other MSc students may take the paper by arrangement.

Core syllabus: This course provides a comparative and generic introduction to key issues in the regulation of media and communications, focusing on economic and Content regulation of print media, broadcasting, telecommunications and postal services and internet, and including problems relating to convergence of media and communications.

Content: Economic regulation topics include: regulation and liberalization of telecommunications and postal networks; spectrum allocation; price controls; licensing; cross-media ownership and general competition issues. Content regulation topics include: broadcasting and press standards; advertising controls generally; premium rate telecommunications services; copyright; defamation; freedom of information; data protection and interception of communications.

Teaching: 10 weekly two-hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Written work: All students are expected to submit one non-assessed essay.

Preliminary reading: T Gibbons, *Regulating the Media*, Chapter 1 (2nd edn, Sweet & Maxwell, 1998) M Feintuck, *Media Regulation, Public Interest and the Law*, Chapter 1 (1999).

Reading list: T Gibbons, *Regulating the Media* (2nd edn, Sweet & Maxwell, 1998); M Feintuck, *Media Regulation, Public Interest and the Law* (1999); D Goldberg, T Prosser & S Verhulst (Eds), *Regulating the Changing Media: a Comparative Study* (OUP, 1998); B Levy & P Spiller, *Regulation, Institutions and Commitment* (CUP, 1996); R Collins & C Murrioni, *New Media New Policies* (Polity, 1996); R Collins (Ed), *Converging Media?: Converging Regulation?* (IPPR, 1996); S Venturelli, *Liberalizing the European Media: Politics, Regulation, and the Public Sphere* (OUP, 1998); Barendt & Hitchens, *Media Law: Cases and Materials* (Longman, 2000); Mansell & Silverstone (Eds), *Communication by Design* (OUP, 1996).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the third week of the term following the conclusion of the course.

LL409

Human Rights in the Developing World

This information is for the 2004/05 session.

Teacher responsible: Mr Michael Anderson

Availability: For LLM, MSc Human Rights, and MSc Development Studies students.

Core syllabus: The course examines the application of global human rights standards through the national legal systems of post-colonial states with an emphasis upon the judicial application of constitutional bills of rights.

Content:

1. The problem of universal norms and diverse societies.
2. International human rights law in national courts.
3. Drafting and Content of bills of human rights.
4. Problems of judicial application: interpretation, derogation, limitations, horizontal effect, remedies.
5. Civil and political rights, including: life, torture, death penalty, preventive detention, expression, religion, and association.
6. Economic, social and cultural rights, including: food, health, education, housing, environment.
7. Rights in circumstances of economic deprivation, abolition of forced labour, trade union rights and economic growth, rights and resource constraints.
8. Methods of implementation: public interest litigation, access to justice, human rights commissions, role of NGOs.
9. Current controversies and problems: human rights and customary law, obligations of multinational enterprise, rights based approaches to development.

Teaching: 23 two-hour seminars, including guest lecturers and student presentations.

Reading list: Alston, *Promoting Human Rights Through Bill of Rights*; Anderson & Guha, *Changing Concepts of Rights and Justice in South Asia*; Anderson & Happold, An-Naim, *Human Rights in Cross-Cultural Perspectives: Quest for Consensus*; An-Naim, *Human Rights, Local Remedies, An-Naim, Human Rights Under African Constitutions*; Baehr, *Human Rights in Developing Countries Yearbook*; Bauer & Bell, *The East Asian Challenge for Human Rights*; Boyle & Anderson, *Human Rights Approaches to Environmental Protection*; Dunne & Wheeler, *Human Rights in Global Politics*; Jayawickrama, *The Judicial Application of Human Rights Law*; Shivji, *The Concept of Human Rights in Africa*; Steiner & Alston, *International Human Rights Law in Context*.

A full reading list will be distributed at the beginning of the course.

Assessment: This subject is examined by means of a three-hour written paper. Informal assessment by means of a constitutional drafting exercise and a moot court on a human rights problem will not count toward final assessment.

LL410 Not available in 2004/05

The Law and Policy of International Courts and Tribunals

This information is for the 2004/05 session.

Teachers responsible: Professor Christine Chinkin (LSE) and Professor Philippe Sands (UCL)

Availability: For LLM students.

Core syllabus: The Course will examine responses to international disputes including the law, policies and practices of adjudicatory and non-adjudicatory institutions and processes. It will consider the creation, processes and functions of international courts, tribunals and other international bodies such as the human rights treaty bodies and the Inspection Panels of the international financial institutions.

Content: Part One will examine the historical evolution of the obligation to settle international disputes peacefully. It will consider the concept of international disputes and state and non state participants within them. It will consider the use of non-adjudicatory methods of international dispute settlement, including negotiation, fact finding and mediation, in the context of particular disputes.

Part Two will consider thematically institutional aspects of the adjudicatory methods of international dispute settlement including the appointment and role of adjudicators; the role of registry/secretariat; participants (and non-participants in proceedings) and their representation; applicable law: procedural and substantive; issues of access, including jurisdiction (Contentious and advisory), standing and admissibility; and financing of international courts and tribunals and proceedings before them. It will also look at procedural aspects including third party participation, including intervention and *amicus curiae* briefs; preparation and filing of written pleadings and the role of oral arguments; provisional measures; evidentiary rules and principles; the powers of the various courts and tribunals, including remedies; and interpretation, appeal and review. These issues will be considered through reference to a range of the international courts and tribunals now in existence.

Teaching: One two-hour seminar per week.

Reading list: J Merrills, *International Dispute Settlement* (3rd edn, 1998); P Sands, R Mackenzie & Y Shany, *Manual of International Courts and Tribunals* (Butterworths, 1999); J Collier & V Lowe, *International Courts* (Oxford, 1999). Additionally, reference will be made to other treatises and law review articles.

Materials and information will be placed regularly on the course website.

Assessment: Examination will be by three-hour written examination in June. Alternatively, students will be able to write an essay provided that they are able to identify a suitable supervisor from the college at which they are affiliated.

LL411 Not available in 2004/05

Comparative Family Law

This information is for the 2004/05 session.

Teacher responsible: Mr D C Bradley, A465

Availability: For LLM students.

Core syllabus: The objectives of the course are to examine from a comparative perspective systems of family law and issues of contemporary importance in developed and developing countries.

Content: Section A examines family laws of developed countries and Section B examines developing countries. The focus is on the evolution and structure of legal regulation, political and institutional influences on legislation; and the context in which family laws operate. Topics examined include: marital capacity and divorce, abortion, gender equality, economic and property relations, the status of unmarried heterosexual and same-sex relationships; domestic violence and concepts of child welfare.

Teaching: Weekly seminars over three terms.

Written work: Students are expected to produce an essay on either a prescribed topic or a topic of their choice.

Reading list: No single book covers the syllabus for this course. Students will be provided either with a detailed Reading list and/or photocopied material for seminar topics.

Assessment: One three-hour paper.

LL412

European Community Tax Law

This information is for the 2004/05 session.

Teachers responsible: Dr I Roxan, A460, Dr A Mumford, A370 and Professor M Gammie

Availability: For the LLM degree.

Pre requisites: Students are required to have a prior knowledge of the principles of taxation (or to be taking other taxation courses in their LLM, particularly **Elements of Taxation**) and of the basic principles of EC law (or to be taking other courses in their LLM covering the institutions and basic policies of the EC and EU).

Core syllabus: The objective of this course is to introduce students to the EC rules relating to all forms of taxation. There is an emphasis on the background to these rules in the Treaties and in the institutions of the Community, as well as on the measures taken so far to harmonise the tax systems of the member states. The course also considers future directions for EC taxation, including draft directives and other proposals.

Content:

- The Institutional Background
- Overview of the Development of EC Tax Law
- The Harmonisation of VAT
- The Harmonisation of Direct Taxes, Jurisprudence of the European Court of Justice on Direct Taxes
- The Harmonisation of Other Taxes and Duties
- The EC and International Tax Law
- The Role of the ECJ in Taxation Matters
- The Future Directions of an EC Tax Law

Teaching: Two-hour lectures (LL412) weekly with occasional classes. Part of this course will be taught jointly with Queen Mary and King's College.

Recommended preliminary reading: Farmer & Lyal, *EC Tax Law*

(Oxford); Terra & Wattel, *European Tax Law* or Williams, *EC Tax Law*.

Reading list: Detailed reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper.

Candidates may take into the examination room un-annotated copies of K van Raad (Ed), *Materials on International and EC Tax Law*, Vol 2 (ITC Leiden).

LL414

Interests in Securities

This information is for the 2004/05 session.

Teacher responsible: Dr Joanna Benjamin

Availability: For LLM students.

Core syllabus: This course considers the proprietary aspects of the international securities markets, considering in particular the impact of computerisation. The course applies rigorous substantive law analysis to innovative developments in practice, and considers a range of domestic and cross border financial techniques and products. Special reference is made to the collateralisation of cross-border financial exposures and the impact of insolvency. The course will be as topical as possible and Content may change in the light of developments.

Content: Introduction to securities, interests in securities, the securities markets and settlement; the legal nature of securities and interests in securities; transfers; securities collateral; security interests; outright collateral transfers; the conflict of laws and securities collateral; international and UK clearing and securities settlement.

Teaching: One two-hour weekly session, comprising alternate lectures and seminars.

Reading list: Benjamin, *Interests in Securities* (2000) (student discount available) and assigned readings.

Assessment: Three-hour written examination plus 15-minutes

reading time.

LL415 Not available in 2004/05

Compensation and the Law

This information is for the 2004/05 session.

Teacher responsible: Dr Julian Fulbrook, A368

Availability: For LLM students. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Core syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

Content: A. Negligence Liability

1. The inter-relationship of Torts Liability, private insurance and social security.

A. Negligence Liability

2. Elements of Personal Injuries litigation: duty, breach, causation, remoteness.

3. Employer's Liability. Health and Safety at Work.

4. Transport Liability.

5. Medical Malpractice litigation.

6. Psychiatric Damage.

7. Occupier's Liability.

8. Sports and Leisure Pursuits Liability.

9. Trespass to the Person and the Criminal Injuries Compensation Board.

10. Defences: Assumption of Risk and Contributory Negligence.

11. Vicarious Liability.

12. Damages for personal injuries and death.

B. The Welfare State

13. Workman's Compensation and the origins of National Insurance.

14. The Industrial Injuries system.

15. Industrial Diseases.

16. Disability and other benefits.

17. The personal social services.

Teaching: A weekly seminar (LL415) of two-hours. Detailed reading is handed out one week in advance. The seminars are on the basis of general discussion but students will be asked to make a presentation from time to time.

Written work: Students are recommended to write an essay during both the Christmas and Easter vacations on assigned questions from former examination papers, which will help refine their examination technique.

Reading list: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (6th edition by Dr Peter Cane, 1999); Hepple, Howarth & Matthews, *Casebook on Torts* (5th edition 2000) and a torts textbook.

Assessment: There is a three-hour written examination in June with a choice of four questions from a total of eight.

LL416 Not available in 2004/05

Regulating New Medical Technologies

This information is for the 2004/05 session.

Teacher responsible: Ms Emily Jackson, A328

Availability: For LLM students, and students taking MSc Law, Anthropology and Society, and MSc Biomedicine, Bioscience and Society.

Core syllabus: This course examines legal responses to developments in medical science. It addresses the ethical dilemmas raised by new biotechnologies and their regulation.

Content:

1. Bioethics

2. Reproductive technologies

3. Genetics and confidentiality

4. Ownership of the human body; ownership of genes

5. Pre-implantation genetic diagnosis; sex selection; 'designer' babies

6. Moral status of the embryo

7. Scarcity of human organs; alternative sources

8. Stem cell research

9. Reproductive cloning

10. Surrogacy

11. End of life decisions; euthanasia

Teaching: A weekly seminar of one-and-a-half hours.

Reading list: A detailed Reading list will be provided.

Assessment: This course is assessed by a 15,000 word dissertation due 1 September.

LL418

European Administrative Law

This information is for the 2004/05 session.

Teachers responsible: Professor Carol Harlow (LSE) and Professor Richard Rawlings (LSE)

Availability: The course is open to students with and without a law degree. Students of public administration are welcome. A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful.

Core syllabus: The course is concerned with the development of a system of European Community administrative law. It focuses on the development of institutions for control of the administration; on principles of, and structures and processes for securing, accountability; and on the role and contribution of the courts, and of alternative methods of dispute resolution. Case studies will be used to illustrate the place of law in the administrative process, including by reference to the draft Constitution for Europe. While the course draws on administrative law as practised in the Member States, and also in the USA, direct comparison is not anticipated.

Course Content: A. Law and Administration in the European Union

• Introductory. European administrative law: purpose and ambit. The comparative law approach.

• European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Public service ethos. 'New Public Management'.

B. Administrative Functions and Processes

• Law making. Different types of norms or the hierarchy of rules. 'Hard' and 'soft' law.

• Rule making procedures: the Council and the Parliament; the Commission and comitology. Citizen access to rule making procedures.

• Rules and discretion in administrative law: A case study of public procurement.

• Regulation in action: the rise of the European agencies.

• Enforcement, or policing 'the level playing field': the role of the Commission.

• The regional or sub-state dimension. A case study of the European structural funds.

C. Courts and the Administrative Process: Human Rights

• The multiple functions of the ECJ. Access to court and interest representation.

• General principles of administrative law. Fair procedure. Reasoned decisions. The principles of review.

• Judicial remedies and effectiveness. State liability.

• Human rights and the EU Charter.

D. Accountability. The Golden Thread

• The diverse meanings of accountability; the contribution of national systems.

• Transparency and access to information.

• Political accountability and redress of grievance. The European Parliament: committees and enquiries.

• Complaint handling and investigatorial technique: the European Ombudsman and the Petitions Committee of the European Parliament.

• Financial accountability and the audit culture. The European Court of Auditors.

Teaching: There will be 25 two-hour seminars. A full weekly seminar list of appropriate readings will be provided.

Written assignments will be distributed as appropriate throughout the course of the year. Opportunities will be provided for student presentations.

Reading list: For general and reference purposes, we recommend P Craig & G de Burca, *EC Law, Text Cases and Materials* (3rd edn, 2003). The following books contain essential reading for different parts of the course:

P Craig & C Harlow (Eds), *Lawmaking in the European Union* (Kluwer, 1998); R Dehouste, *The European Court of Justice* (Macmillan, 1998); J Hayward & E Page, *Governing the New Europe* (Polity); G Majone, *Regulating Europe* (1996); P Craig & G de Burca, *The Evolution of European Law* (Oxford, 1998); C Harlow, *Accountability in the European Union* (Oxford University Press, 2003).

Relevant writings by the teachers include: R Rawlings, 'Law, Territory and Integration. A View from the Atlantic Shore', *Journal of the International Institute of Administrative Sciences* (2001); R Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 *European Law Journal* 4 (2000); C Harlow, 'European Administrative Law and the Global Challenge' in P Craig & G de Burca, *The Evolution of EU Law* (Oxford, 1998); C Harlow, 'Francovich and the Problem of the Disobedient State', 2 *European Law Journal* (1996).

The principal journals used in the course are as follows: *Common Market Law Review*, *European Public Law*, *European Law Journal*, *European Review of Public Law*, *Journal of Common Market Studies*, *Journal of European Public Policy*, *European Journal of Legal Integration*, *Public Law*, *Modern Law Review*, *West European Politics*

Assessment: One three-hour examination.

LL420

Legal Regulation of Information Technology

This information is for the 2004/05 session.

Teacher responsible: Mr A Murray, A473

Availability: For LLM.

Core syllabus: This course discusses the impact computers and the Internet are having on the substantive law of the United Kingdom, Europe and the United States, and analyses the socio-legal effects of regulatory structures on the development of the Internet community.

Content: Part I - Electronic Media

a. An introduction to electronic media including hardware, software, connectivity and interoperability. An introduction to Internet technology including the role of Internet Service Providers, linking, framing, caching and domain names.

b. Software protection. Copyright protection for computer software. Includes and analysis of the EU Copyright in Computer Programs Directive 1992 and the provisions of the Trade Related Aspects of Intellectual Property Rights (TRIPS) Agreement of 1995.

c. Software protection by patent law. Analysing developments in the United States leading to the awarding of patent protection for computer software in 1996 and the response from the EU.

d. Software liability. Liability for defective software products. An analysis of the position of the UK and the EU in relation to defective software. Also a re-analysis of the Y2K bug and the legal effect of the bug.

e. Semiconductor Chip protection. The legal regime for the protection of microchips. Analysing the role played by the US Semiconductor Chip Protection Act 1984 and EC Directive 87/54 on Semiconductor Protection Directive (as implemented).

Part II - Privacy, Databases and Data Protection

a. An examination of the Data Protection Act 1998. The role of the Data Protection Registrar. Registered users data activities. Powers of supervising authorities in relation to protected data.

b. Databases and protection of database Content. Database structure and organisation. The development of digital databases from paper based databases and database protection by copyright law. EC Directive 96/9 on the Legal Protection of Databases. The Copyright and Rights in Databases Regulations 1997. Licensing and databases.

c. Interception and decryption of communications. The application of the Regulation of Investigatory Powers Act 2000. Powers of investigatory authorities. Role of Internet Service Providers in intercepting communications and provide enforced decryption. An analysis of the Act in light of the right of privacy found in the ECHR.

d. Surveillance in the workplace. Effect of the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 on the working environment. Meaning of "unauthorised use". Use of material gathered covertly in unfair dismissal claims.

Part III - Computer Crime

a. Computer Fraud and the "Prestel Hack". Dealing with computer fraud. Classifications of Fraud - The Input Fraud, the Output Fraud and Internet Fraud. Impact of *R v Gold* (the Prestel Hack) and the subsequent Scottish Law Commission and Law Commission reports.

b. Hacking and the Computer Misuse Act 1990. An analysis of the unauthorised access offence (hacking), the unauthorised modification offence (virus seeding) and the ulterior intent defence, as dealt with by the Computer Misuse Act 1990. Further, an analysis of the applicability of the offence against employees and the question of authorised access for unauthorised purposes.

c. Digital theft and digital distribution of pornographic materials. Traditional criminal activities facilitated by digitisation. Application of traditional legislation such as the Theft Act 1968, Obscene Publications Act 1959 and the Video Recordings Act 1984 to digital Content. Role, and liability, of Internet Service Providers in commission of digital crimes. Comparative study of US/UK approaches.

d. Detecting and prosecuting computer crime. Role played by the Regulation of Investigatory Powers Act 2000 and Police and Criminal Evidence Act 1984. Admissibility of computer-based evidence in court, and the problems raised by the cross-jurisdictional nature of the Internet.

Part IV - Electronic Commerce

a. Off-line contracts. Dealing with distribution agreements and monopolistic practices. Includes an analysis of the Department of Justice v Microsoft Action.

b. On-line contracts. The conclusion of contracts on-line both by web-click and e-mail. When is a contract formed? What are the terms of such a contract? and Where will the contract be enforceable?

c. Digital systems. Electronic signatures and electronic payment methods. An analysis of the PKI signature system, including the role of Certification Authorities. The legality of digital documentation around the world. Electronic payment systems including the MS digital wallet system and digital currencies such as beenz.

Part V - The Use of IT in the Courts

a. The role of IT in case management and computer based evidence before the courts. Also the role of IT in the lawyer's office and the development of electronic practice management.

Part VI - What Next?

a. Looking to future developments and future technologies including WAP and third generation mobile phones. Is the law ready to deal with such changes? Has the law caught up with the Internet revolution? Will it ever do so? Is legal regulation rendered redundant by technological innovation and community censure?

Teaching: The course is taught by weekly seminars throughout the year. Reading lists are handed out in advance of the seminars and students are expected to participate in discussions.

Preliminary reading: L Lessig, *Code and Other Laws of Cyberspace* (Chs

6 & 7, Basic Books, 2000); R Susskind, *Transforming the Law* (Chs 1 & 2, OUP, 2000).

Reading list: I Lloyd, *Information Technology Law* (3rd edn, Butterworths, 2000); C Reed & J Angel, *Computer Law* (5th edn, Blackstone, 2003); L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, 2000); R Susskind, *Transforming the Law* (OUP, 2000); I Lloyd, *Legal Aspects of the Information Society* (Butterworths, 2000); Bainbridge, *An Introduction to Computer Law* (4th edn, Longman, 2000); *Blackstones Statutes on IT and E-commerce* (OUP, 2002).

Assessment: One two-hour formal examination contributing 50% of the final mark and one assessed essay contributing 50% of the final mark to be submitted by 1 September 2005.

LL421 Half Unit

New Media Regulation

This information is for the 2004/05 session.

Teacher responsible: Mr A Murray, A473

Availability: Intended as an optional paper for MSc Regulation, LLM students, MPA Public and Economic Policy and MSc Media and Communications Regulation.

Core syllabus: The course provides an introduction to current issues in the regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures which control Internet navigation and Content and carries out a comparative socio-legal analysis of those structures and the regulatory regimes in relation to new media.

Content:

1. **Why Study Cyberlaw?**
What value may be gained from the study of Cyberlaw and New Media Regulation?

2. **Code and Other Laws of Cyberspace: Lawrence Lessig's Modalities of Regulation**
A review of Lawrence Lessig's "modalities of regulation" model of Cyber-regulation.

3. **Architecture I - Internet Structure and Regulatory Bodies**
To introduce students to the underlying architecture of the Internet and the standards-setting agencies who manage this structure including the Internet Engineering Task Force (IETF), the International Telecommunications Union (ITU), the Internet Society (ISOC) and the Internet Corporation for Assigned Numbers and Names (ICANN).

4. **Architecture II - Domain Names**
The role of ICANN and the Uniform Dispute Resolution Policy (UDRP) in regulating Cyberspace. ISOC. The registration process, including the role of registrars and the implementation of the UDRP. Cybersquatting and honest concurrent trade mark use.

5. **Market Controls**
The role of the market in allocating the scarce resources in new media sectors. The practice of using market forces to allocate bandwidth in relation to both the 3G telecommunications sector and the Internet.

6. **Social and Cultural Controls**
The role played by 'norms' or community-based controls in Cyberspace. The growth of cybercommunities and cybernorms. The arguments for greater self-regulation, in the sense of regulation by self and community, in Cyberspace.

7. **Law: Dealing with Illegal Content**
Analyse and review the role played by 'law as command' in structuring Cyberspace. The effectiveness of hierarchical controls in a decentralised environment and the future role of law in the regulatory framework of Cyberspace.

8. **Case Study One, Copyright Management Systems**
An analysis and discussion of the technology involved in Copyright Management Systems and the legal and social issues which surround the use of such systems.

9. **Case Study Two, Free Expression and Content Control**
A discussion of the competing interests of the community in protecting free expression against the rights of an individual to take steps to protect oneself and one's standing in the community.

10. **The Future and the Commons**
The concept of the commons and what it means for the future development of the structure and Content of Cyberspace.

Teaching: 10 weekly two-hour seminars in a student-led discussion or debate format.

Written work: All students are expected to submit one assessed essay on a topic of their choice as approved by the course organiser.

Preliminary reading: Johnson & Post, *Law and Borders - The Rise of Law in Cyberspace*, 48 *Stanford Law Review*, 1367 (1996). Available at: www.temple.edu/lawschool/dpost/Borders.html; Lessig, *The Law of the Horse: What Cyberlaw Might Teach*, 113 *Harvard Law Review*, 501 (1999); L Lessig, *Code and Other Laws of Cyberspace*, (Chs 6 & 7, Basic Books, New York, 1998).

Reading list: L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, New York, 1998); L Lessig, *The Future of Ideas: The Fate of the Commons*

in a *Connected World* (Random House, New York, 2001); S Biegel, *Beyond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace* (MIT Press, 2001); C Sunstein, *Republic.com* (Princeton University Press, 2001); M Klang & A Murray (Eds), *Human Rights in the Digital Age* (Cavendish, 2004); R Mansell & E Steinmuller, *Mobilizing the Information Society* (OUP, 2002); M Castells, *The Internet Galaxy* (OUP, 2001); E Dyson, *Release 2.1: A Design for Living in a Digital Age* (Broadway Books, New York, 1998); N Negroponce, *Being Digital* (Vintage Books, New York, 1998); W Gates, *The Road Ahead* (Penguin, 1996); W Gates, *Business @ the Speed of Thought* (Penguin, 2000); Y Akdeniz, C Walker & D Wall (Eds), *The Internet, Law and Society* (Longman, 2000); L Edwards (Ed), *The New Legal Framework for E-Commerce in Europe* (Hart, 2004). **Assessment:** Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for Assessment to be submitted by the end of the week following conclusion of the course.

LL422 Half Unit

Globalization, Regulation and Governance

This information is for the 2004/05 session.

Teacher responsible: Professor F G Snyder

Availability: For LLM students.

Core syllabus: The course aims to give a detailed introduction to the institutions, norms and dispute resolution processes that regulate global markets and govern economic globalisation today.

Content: The course consists of a general part and a modular part. Topics in the general part include theories of globalisation, sites of governance, and mechanisms, principles and actors in regulation. Each year a number of modules will be offered drawn from the following: Regulation of economic globalisation; External relations of the European Union; Regulatory relations between the EU and the WTO; The 'constitutionalisation' of international trade law; The regulation of dumping and subsidies; Internationalisation of competition law and policy; Foreign investment; Labour standards; Export processing zones; Telecommunications; Agriculture; Trade in services; Financial services; Genetically modified foods; Trade and competition law; Legal and accounting services; Regulatory competition; Intellectual property and TRIPS; Regulation of e-commerce; Trade regulation and the Internet; Mutual recognition; Trade between the EU and China; Transatlantic trade relations; Credit rating; Trade and environmental protection; Food; Drugs; Organised crime; Air transport; The legal profession and global regulation of markets; The process of China's accession to the WTO; Developing countries and the WTO; Legitimacy, democracy and international regulation; International regulation, global markets and global inequality; Law, science and international trade regulation; Regional and global regulation of markets.

Teaching: This is a half-subject. There is a seminar of one-and-a-half hours duration each week during the first term. The course will be taught by the Socratic method. Students are expected to read the assigned materials before each seminar.

Reading list: Recommended: J Braithwaite & P Drahos, *Global Business Regulation* (2000); F Snyder, *International Trade and Customs Law of the European Union* (1998); F Snyder (Ed), *Regional and Global Regulation of International Trade* (2001); M Trebilcock & R Howse, *The Regulation of International Trade* (2nd edn, 1999).

Assessment: Three-hour written examination.

LL423

International Law: Theory and Practice

This information is for the 2004/05 session.

Teachers responsible: Professor Christine Chinkin and Dr Gerry Simpson

Availability: For LLM Students.

Core syllabus: This course will be taught as an advanced level general course in Public International Law. It is intended to complement and underpin the specialist international law courses currently being taught in the LLM. The main purpose of the course is to give students at graduate level the opportunity to study the discipline of international law as a whole from different theoretical, historical and practical perspectives. The course's unusual structure is designed to reflect this aim. It is anticipated that students who have already completed an undergraduate course in Public International Law would find this course stimulating and demanding. The course will permit a re-acquaintance with and a development of many of the principles and problems studied at undergraduate level. The course will have the ancillary purpose of allowing an examination of some contemporary incidents of relevance to international law as they arise.

Content: The course will include a number of the following topics: rethinking the state and state sovereignty; contemporary forms of international law-making; use of force and intervention; "globalisation" and international law; institutionalisation and regionalism; international law, capitalism and poverty; theories of international law; the settlement of international disputes and the practice of international law in courts

and tribunals.

Teaching: 30 hours of seminars, 10 hours of classes.

Reading: *LSE Course Pack* (2003), H Charlesworth & C Chinkin, *The Boundaries of International Law*, Manchester (2000), G Simpson, *Great Powers and Outlaw States* (2003).

Assessment: 100% Examination.

LL425 Not available in 2004/05

European Monetary and Financial Services Law

This information is for the 2004/05 session.

Teacher responsible: Dr C Hadjiemmanuil, A360

Availability: For LLM.

Core syllabus: This course seeks to provide an in-depth understanding of the institutional and legal underpinnings of the European financial economy. In addition to examining the EC Treaty provisions on central banking and monetary management, capital movements and the freedom of movement of financial service providers, the course will involve a comprehensive analysis of secondary Community legislation in the fields of banking, securities and insurance.

Content: Introduction

1. Introduction: European integration, monetary issues and the financial sector

Capital movements

2. Freedom of movement of capital (and current payments) under the EC Treaty

Central banking and monetary policy in EMU

3. The road to EMU: the economics of monetary union, history of European monetary integration, and the Maastricht Treaty

4. Institutional structure of the monetary union: European Central Bank and European System of Central Banks: decentralised structure; objectives; independence and accountability

5. The conduct of the single monetary policy in Stage III

6. Exchange-rate policy and external relations of the monetary union

European banking law and regulation

7. Introduction to EC banking law: freedom of establishment and freedom to provide services

8. Second Banking Directive and the "passport" strategy for financial liberalisation: mutual recognition, minimum harmonisation, home-country control

9. Second Banking Directive and the national rules of the host state: market access and host-state rules "adopted in the interest of the general good"

10. Minimum prudential requirements for credit institutions - I: capital adequacy

11. Minimum prudential requirements for credit institutions - II: consolidated supervision, large exposures, market risks

12. European banking regulation: organisational issues / Institutional structure of banking supervision in EMU

13. Payment systems in EMU: standards for European payment systems; TARGET

14. Retail banking services and consumer protection in EC law

15. EC competition law and the financial sector

European securities law and regulation

16. Integration of European securities markets: from the "passport" directives to the Lamfalussy report

17. Investment Services Directive: freedom of movement, regulation of securities intermediaries and effective market access

18. Prudential regulation of trading risks in EC law: Capital Adequacy Directive

19. Primary markets: public offering and listing of securities

20. Regulation of trading in secondary securities markets: insider dealing and market manipulation

21. Regulation of collective investment schemes: UCITS Directive

European insurance law

22. European insurance law: A brief introduction to the issues

Insolvency of financial institutions and the protection of clients

23. Failed financial institutions and policies aimed at their orderly resolution: Winding-up Directive; Settlement Finality Directive; Collateral Directive

24. Protection of investors exposed to insolvent financial institutions: deposit guarantees and investor compensation schemes

Review

25. Review class

Teaching: 22 two-hour lectures.

Reading materials: A set of primary materials and essential secondary materials will be made available to the students. In addition, students are referred to Andenas, Gormley, Hadjiemmanuil & Harden (Eds), *European Economic and Monetary Union: The Institutional Framework* (1997); Eijffinger & de Haan, *European Monetary and Fiscal Policy* (2000); Dassel, Isaacs & Penn, *EC Banking Law* (1994); Moloney, *EC Securities Regulation* (2002). A full Reading list will be distributed during the course.

Assessment: The subject will be examined by means of an essay, not exceeding 8,000 words, on a prescribed special topic, as well as a two-hour written examination at the end of the course. Students may bring an un-annotated copy of primary materials into the final exam. The essay and the exam will each carry weighting of 50% of the total marks awarded in the examination of the subject. Essay due second week of ST.

LL430

European Union Competition Law

This information is for the 2004/05 session.

Teachers responsible: Giorgio Monti, A362 and Imelda Maher, A472

Availability: For LLM, MSc Regulation and MSc European Studies.

Pre requisites: There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and principles of the EC.

Core syllabus: A comprehensive review of EC law relating to competition in the context of private market behaviour with some attention to economic analysis.

Content: The competition rules and practice of the EC, notably Articles 81-82 EC and the Merger Regulation. The first term is devoted to exploring the economic and policy rationale for competition law and application of Article 81 to a variety of agreements including: price-fixing, market sharing, distribution, research and development, franchising, collective purchasing. The second and third term will review the relationship between competition law and intellectual property, the concepts of dominance and abuse of dominance under Article 82, the scope and application of the Merger Regulation and the control of oligopoly. Attention will be paid to the implications of the Commission's modernisation of EC competition law.

Teaching: One two-hour seminar each week.

Reading List: The main works for the student market are: Whish, *Competition Law* (4th edn, 2001); Jones & Sufrin, *EC Competition Law: Cases and Materials* (2001); Korah, *An Introductory Guide to EC Competition Law and Practice* (7th edn, 2000); Goyder, *EC Competition Law* (3rd edn, 1998); Cini & McGowan *Competition Policy in the European Union* (1998).

A full Reading list is distributed at the beginning of the course and each seminar sheet will contain references to relevant literature.

Assessment: An essay of up to 4,000 words due at the end of the LT, counting for 25% of the mark and a three-hour examination counting for 75% of the mark.

LL432 Not available in 2004/05

Secured Financing in Commercial Transactions

This information is for the 2004/05 session.

Teacher responsible: Professor Sarah Worthington, A159

Availability: For LLM students, and for other Master's level students with permission.

Core syllabus: An examination of the proprietary and security aspects of commercial transactions.

Content: This course considers the legal and economic significance of property; the special protection the law affords to proprietary interests; and the impact of this on insolvency. It examines various types of substantial commercial transactions involving the transfer of property, the use of property, and the taking of security, and explores the legal strategies available to commercial parties and their practical and economic significance in managing commercial risk. The course provides a rigorous analysis of the fundamental legal principles underlying the law of personal property, and the economic and social impact of these rules on modern commercial practice. Special reference is made to the significant differences between common law and civilian approaches to the issues.

Teaching: One two-hour weekly session.

Reading list: A detailed reading guide will be provided at the start of the course. For preliminary reading on the basic principles of property and insolvency law, see S Worthington, *Equity*, Part II (2003); S Worthington, *Personal Property Law: Text and Materials*, chs 1, 3 (2000); R Goode, *Principles of Corporate Insolvency Law*, chs 2, 3 (2nd edn, 1997).

Assessment: One three-hour written examination paper.

LL433

International and Comparative Commercial Arbitration

This information is for the 2004/05 session.

Teacher responsible: Professor Simon Roberts, A150

Availability: For LLM students and other Master's level students with permission.

Core syllabus: This course, which is divided into three main parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course examines the theory and institutional structure of arbitration and the legal framework within which arbitral disputes are resolved. In the second part of the course, there is a review of the principles and practices of international commercial arbitration. This section will also examine recent developments in international commercial arbitration, the emergence of common or converging laws, international efforts to achieve uniformity

and an overview of the arbitral institutions of China, Hong Kong and Japan. The English law and practice of arbitration is the subject of the final part of the course, with particular reference to the changing role of the court in providing assistance for the arbitrator(s) and in reviewing arbitration awards, in light of the Arbitration Act 1996.

Teaching: One weekly two-hour seminar.

Reading list: Detailed reading lists will be provided during the course.

Assessment: A formal three-hour examination.

LL434

Employment Law

This information is for the 2004/05 session.

Teacher responsible: Professor H Collins, A342

Availability: LLM students and available to other Master's students with sufficient legal background with permission of the teacher responsible.

Core syllabus: The course provides a detailed examination of the purposes and effects of legal regulation of the employment relation between employees and their employers.

Content: Regulation of access to the labour market and the form of the employment relation. Equality of opportunity: discrimination law. The Content of the employment relation: employee status, self-employment, express and implied terms of the contract of employment. Regulation of pay and hours: minimum wage, occupational pension schemes, sick pay, maternity pay, paid time off, equal pay, working time regulations. Discipline and protection from dismissal and termination of employment. Business reorganisation, insolvency and employment rights, and economic dismissals. Civil liberties in the workplace.

The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European Community law.

Teaching: The course involves a weekly seminar throughout the session. Detailed Reading lists are handed out in advance of the seminars, and students are expected to participate in discussions.

Written work: Students are advised to write at least two essays during the session and will be expected to make short presentations.

Reading list: H Collins, *Employment Law* (Oxford: 2003); H Collins, K Ewing & A McColgan, *Labour Law: Text and Materials* (Butterworths Employment Law Statutes (Ed Wallington)).

Assessment: There is both a formal examination and an essay. The examination is a two-hour formal examination. The essay of 5,000 words is written in response to questions set in the spring, and is completed before the ST.

Subject to confirmation by the examiners, candidates are allowed to take an un-annotated copy of a collection of statutory materials into the examination.

LL435

Corporate Governance

This information is for the 2004/05 session.

Teachers responsible: Professor P L Davies and Dr E Micheler, A356

Availability: For LLM students, Law and Accounting MSc students (with permission of the Law and Accounting course director), MSc Management and Regulation of Risk and other Masters level students (with permission of the teachers responsible).

Core syllabus: This course will focus on the role of boards of directors in large public companies and groups of companies. It will deal with the legal regulation of agency problems arising between the board and shareholders as a class; between the board/majority shareholders and minority shareholders; and between the board and other stakeholder groups, notably creditors and employees. Although the main focus will be on board and shareholder relationships, the aim of the course is to develop and apply a framework of analysis which illuminates relations between the board and all stakeholder groups. The course will not be systematically comparative but will have a large comparative element.

Teaching: 20 two-hour sessions weekly.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in P Davies, *Introduction to Company Law* (ch 5-9, 2002); R Kraakman et al, *The Anatomy of Corporate Law* (2004); B Cheffins, *Company Law: Theory, Structure and Operation* (Parts I and II, 1997); M Roe, *Political Determinants of Corporate Governance* (2003); K Hopt et al, (Eds), *Comparative Corporate Governance* (1998); J Parkinson, *Corporate Power and Responsibility* (1993).

Assessment: One three-hour examination.

LL437

Law of Corporate Finance

This information is for the 2004/05 session.

Teachers responsible: Professor P L Davies Dr E Micheler, A356 and Dr J Benjamin, A339

Availability: For LLM, MSc Law and Accounting and MSc Management and Regulation of Risk students and other Master's level students with permission.

Core syllabus: This course will examine the types of capital structure which the law makes available to companies and analyse the legal regulation of the agency problems which different types of financing generate as between management and investors. It will also examine legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers and as facilitators of the transfer of investor interests independently of the ownership of corporate assets.

Teaching: 20 two-hour sessions weekly.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in E Ferran, *Company Law and Corporate Finance*, Parts III-IV (1999); G Ferrarini *et al* (eds), *Capital Markets in the Age of the Euro*, Parts V and VI (2002); R Romano (ed), *Foundations of Corporate Law*, Part IV (1993).

Assessment: One three-hour examination.

LL438

Fundamentals of International Business Law

This information is for the 2004/05 session.

Teacher responsible: Dr Joanna Benjamin, A339

Availability: LLM.

Core syllabus: This course provides an overview of the substantive law aspects of international business transactions. The focus is on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. The course is intended to provide a conceptual and cross-sectoral basis for the more detailed study of specialist areas offered in other LLM courses. It seeks to be as topical as possible, and the Content may change in the light of developments.

Content:

- **Introduction** overview; the commercial contract; the business organisation; personal and property rights in insolvency; personal and proprietary security; commercial law and practice;
- **Risk** trade finance; insurance; derivatives; contemporary risk management techniques; commercial conflict of laws; law and commercial risk;
- **Capital** bank finance; debt securities; equity; the rights and responsibilities of financiers;
- **Markets** regulatory objectives and techniques; the market and market abuse; international trade law; globalisation.

Teaching: One two-hour weekly session.

Reading list: Goode, *Commercial Law*, 2nd edn, Penguin, London, 1995; detailed Reading lists will be provided for each topic.

Assessment: Three-hour written examination plus 15-minutes reading time.

LL439

Insolvency Law: Principles and Policy

This information is for the 2004/05 session.

Teacher responsible: Vanessa Finch, A540

Availability: For LLM and MSc Law and Accounting students.

Core syllabus: This course is concerned with the principles and policies underlying the legal treatment of insolvency. It considers how the nature of the problems raised by insolvency varies depending on the legal identity of the insolvent (for eg whether it is a company with limited liability or an individual), and it examines the legal responses to these problems. The legal procedures available for dealing with companies in distress are analysed as are the impact of these procedures on third parties.

Content: Part I - Role, Objectives and Characteristics of Insolvency Law

1. Introduction: Aims and Objectives
2. Particular problems posed by different entities
3. Outline of procedures available
4. Why do companies fail and who goes bankrupt?
- Part II - Averting Liquidation and Bankruptcy
5. Rescue Procedures I
6. Rescue Procedures II
7. Business rescue - comparative approaches
- Part III - Liquidation
8. Control of Procedures
9. Assets available for distribution
10. Distribution of assets

Part IV - Administration of Insolvency Regimes

11. Insolvency Practitioners and the Insolvency Service
- Part V - Repercussions of Insolvency on Individuals
12. Company directors
13. Employees

Teaching: Weekly seminars (LL439) of two hours duration throughout the Session.

Reading list: A full Reading list and materials will be distributed during the course. Wider background reading will include some comparative law reform and other material including: Finch, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2002); Cork Report, *Report of the Review Committee on Insolvency Law and Practice* (Cmd 8558, 1982); T H Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986); Justice, *Insolvency Law: An Agenda for Reform* (1994).

Assessment: A three-hour written examination at the end of the course.

LL440

Corporate Accountability: Topics in Legal and Accounting Regulation

This information is for the 2004/05 session.

Teachers responsible: C Noke, A311, V Finch, A540, J Day, E307, A Mumford, A370 and others

Availability: This is the core compulsory course for students taking the MSc in Law and Accounting and is not available to others except in special circumstances and with the permission of the Course Director.

Core syllabus: The purpose of this course is to acquaint students with the central issues faced by law and accounting in relation to problems of corporate accountability and regulation. It is interdisciplinary in focus, and provides students from varying backgrounds with new perspectives and leads to in-depth study by way of long essay.

Content: Topics may include:

Overview of functions of accountants and lawyers in corporate governance and the relation between them. Models of the corporate form: limited liability.

Regulatory institutions and techniques: statutes, markets, financial reporting. The interrelated functions, rights and duties of directors, auditors, shareholders, creditors, employees and the 'public interest'. Audit committees, internal controls; the audit process and auditor liability. Form, substance and the 'true and fair view' in financial reporting; realised profits and capital maintenance.

Accounting standards and company law; accounting standards and tax law. Accounting for and regulating corporate groups and networks, SMEs and micro companies. Future of regulation and the professions.

Other issues in accounting and the law may be added.

Teaching and Written work: 20 sessions comprising of lectures/structured seminars of two hours each plus three meetings with individual's extended essay supervisor. The long essay is a compulsory part of the course. The topic for the essay must be selected by the student early in the LT in consultation with their personal supervisor and the course teachers and must be approved by the course director.

Reading list: Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Some illustrative references to texts and primary materials are: Bromwich & Hopwood, *Accounting and Law* (1992); Freedman & Power, *Law and Accountancy: Conflict and Cooperation* in the 1990s (1992); Power, *The Audit Society* (1999); Dezalay & Sugarman (Eds), *Professional Competition and Professional Power: Lawyers, Accountants and the Social Construction of Markets* (1995); Zeff & Dharan, *Readings and Notes on Financial Accounting: Issues and Controversies* (1994); Gower and Davies, *Principles of Modern Company Law*, (2003); Parkinson, *Corporate Power and Responsibility* (1993); Easterbrook & Fischel, *The Economic Structure of Corporate Law* (1991); McCahery, Piciotto & Scott, *Corporate Control and Accountability* (1993); Finch, *Corporate Insolvency Law: Perspectives and Principles* (2002).

Assessment: An essay of up to 10,000 words due by July 31 (40%) and one formal two-hour examination in May/June (60%). Students will be required to answer three questions.

LL441

Comparative Law: Theory and Practice

This information is for the 2004/05 session.

Teacher responsible: Dr Igor Stramignoni (LSE), is the Convenor of the course. Invited guests for the academic session 2004-5 are: Professor S Roberts (LSE); Professor Pierre Legrand (Paris I La Sorbonne); Professor G Teubner (Frankfurt); and others to be announced.

Availability: For LLM students, and other students with some interest or background in philosophy, legal and political theory, social theory, architecture, literature or anthropology.

Core syllabus and Content: Several distinguished academics from both the LSE and beyond join forces to offer their own critical assessment of the opposition between the Anglo-American common law and the continental laws of Western Europe, as the privileged subject of comparative law. Does that opposition make sense? What are the politics that underlie that opposition? What does that opposition tell us of the nature of comparative law? And, anyway, has comparative law any longer a future that is worth imagining? Each teacher in his or her seminars will tackle those questions in different ways and through different case studies, each time looking at comparative law either from within, or from without its established domains. Accordingly, students will be exposed to a range of diverse approaches and sources (including the non-legal and the non-written), and should expect to engage in a free but somehow irreverent examination of some of the most fundamental premises on which much comparative law theory and practice are currently based.

Teaching: Two-hour seminars per week.

Reading list: There is no general Reading list for this course, but at the beginning of each teacher will provide a specific list of readings designed to support his or her seminars.

Assessment: This course will be assessed through a written dissertation of 15,000 words, on a topic to be approved by the Convenor of the

course. The dissertation is due 1 September.

LL442

International Business Transactions I: Litigation

This information is for the 2004/05 session.

Teacher responsible: Professor T C Hartley, A467

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential.

Core syllabus: Litigation resulting from international business transactions. **Content:** The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community law:

1. Judicial jurisdiction in cases involving international business transactions, especially
 - a. Jurisdiction over companies (the 'doing business' test);
 - b. Product liability actions;
 - c. Branches and agents;
 - d. Constitutional limitations on jurisdiction in the United States;
 - e. Forum-selection clauses;
 - f. Forum non conveniens;
 - g. Lis alibi pendens.
2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.
3. Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.
4. Enforcement of foreign judgements in commercial matters. Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Teaching: Seminars: Sessional (LL442).

Reading list: (Students are not expected to buy any of these books): T C Hartley, *Civil Jurisdiction and Judgments*; Lawrence Collins, *Civil Jurisdiction and Judgments Act 1982*; Georges R Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J Steiner & Detlev F Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J H C Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert A Leflar, *American Conflicts Law*; Russell J Weintraub, *Commentary on the Conflict of Law*; P E Nygh, *Conflict of Laws in Australia*; Eugene Scoles & Peter Hay, *Conflict of Laws*; J-G Castel, *Canadian Conflict of Laws*.

Assessment: Normal three-hour written examinations.

LL443

International Business Transactions II: Substantive Law

This information is for the 2004/05 session.

Teacher responsible: Professor T C Hartley, A467

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential.

Core syllabus: Legal problems (other than litigation) relating to international business transactions.

Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law:

1. Applicable law in international commercial contracts.
2. International sale of goods.
3. The international reach of legislation for the regulation of business and the protection of consumers and employees.
4. The private international law aspects of boycotts and embargoes.
5. The application of international conventions to international business transactions.
6. The international aspects agency.
7. Exchange controls.
8. Financing international business transactions: documentary credits and other financial mechanisms.
9. Currency problems in international contracts.
10. The international aspects of property transactions.
11. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
12. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Teaching: Seminars: (LL443) Sessional.

Reading list: (Students are not expected to buy any of these books).

Georges R Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J Steiner & Detlev F Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; Cheshire and North, *Private International Law*; P M North, *Contract Conflicts*; Robert A Leflar, *American Conflicts Law*; Russell J Weintraub, *Commentary on the Conflict of Law*; P E Nygh, *Conflict of Laws in Australia*; Eugene Scoles & Peter Hay, *Conflict of Laws*; J G Castel, *Canadian Conflict of Laws*; Philip Wood, *Law and Practice of International Finance*; F A Mann, *The Legal Aspects of Money*; Richard Plender, *The European Contracts Convention*. **Assessment:** Normal three-hour written examinations.

LL444

Constitutional Theory

This information is for the 2004/05 session.

Teacher responsible: Professor Martin Loughlin, A470

Availability: Available to LLM students; available to other Master's students with permission of the Teacher responsible.

Core syllabus: This course is an inquiry into the role, functions and significance of constitutions and the nature of constitutional discourse. The inquiry proceeds by examining the ways in which political and legal theorists have contributed to our understanding of constitutions and of devising solutions to a range of constitutional problems.

Content: The course deals with the following: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.

Teaching: The course involves a weekly two-hour seminar during the MT and LT. Detailed reading lists are provided in advance of seminars and students are expected to participate in discussions.

Reading: Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through WebCT. The standard text is Martin Loughlin, *The Idea of Public Law* (OUP, 2003). As preliminary reading, students are advised to read: R C van Caenegem, *An Historical Introduction to Western Constitutional Law* (Cambridge University Press, 1995), Martin Loughlin, *Sword and Scales: An Examination of the Relationship between Law and Politics* (Hart, 2000).

Assessment: There is a two-hour formal examination in June, which counts for 50% of the marks for the course. In addition, an assessed essay of 5,000 words (due 1 September) will contribute 50% of the marks for the course.

LL445

International Criminal Law

This information is for the 2004/05 session.

Teachers responsible: Dr G J Simpson A471 and Professor C J Greenwood, QC, A387

Availability: For LLM students, MSc Criminal Justice Policy and MSc Human Rights.

Core syllabus: The doctrine, theory and practice of international criminal law.

Content: Michaelmas Term. **Part One, Institutions:** Introduction and Concepts; the Problem of International Criminal Law; Pre-History; Nuremberg and Tokyo; Municipal Trials (eg *FintaBarbie*); Jurisdiction (eg *Eichmann*); The ICTY (Yugoslavia); Internal and International Wars (*Tadic*); ICTR (Rwanda); The International Criminal Court.

Lent Term. Part Two, Substantive Law: General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity, Genocide (*Milosevic*); Crimes against Peace and Aggression; Gender-Based Crimes; Crimes as Torts (*Karadzic*); The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes; Superior Orders (*Calley*); Command Responsibilities; Sovereign Immunity and International Crimes (*Pinochet*).

Summer Term. Part Three, Alternatives to Trial: Fact Finding; Cooperation; Tort; Outlaw States; State Criminal Responsibility and the ILC; Truth Commissions.

Required text: Antonio Cassese, *International Criminal Law* (Oxford, 2003).

Reading list: Kriangsak Kittichaisaree, *International Criminal Law* (Oxford 2001); Gary Bass, *Stay the Hand of Vengeance. The Politics of War Crimes Tribunals* (Princeton, 2000); Judith Shklar, *Legalism* (Harvard, 1964); Mark Osie, *Mass Atrocity, Collective Memory & the Law* (Transaction Publishers, 1997); T McCormack & G Simpson, *The Law of War Crimes* (Kluwer 1997); W Schabas, *The International Criminal Court* (Cambridge, 2001); H Arendt, *Eichmann in Jerusalem* (Penguin, 1997).

Teaching: Seminars (LL445). 10 MT; 10 LT.

Assessment: Three-hour written examination.

LL446

Regulation: Legal and Political Aspects
This information is for the 2004/05 session.**Teacher responsible:** Professor Robert Baldwin, A455**Availability:** LLM students and other MSc students when places available.**Core syllabus:** The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability.**Content:**

1. **Surveying the Scene:** Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design.
2. **Contrasting Perspectives on Regulatory Incidence:** Regulation as functional response; public choice approaches; new institutional accounts; cultural theory.
3. **Regulatory Styles and Processes:** Classical Regulation; economic alternatives.
4. **Regulatory Standard-Setting:** Regulatory standard-setting; economics and optimal standard-setting; risk regulation.
5. **Regulatory Enforcement:** Compliance and deterrence; public and private enforcement; self-regulation.
6. **Regulatory Regime Dynamics:** The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.
7. **Evaluating Regulation:** What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition; whether regulation?

Teaching: The course is taught by 22, two-hour sessions in variable format (some lecture-discussions, student-paper led discussions, debates).**Written work:** All students are expected to produce three written essays plus short presentations on topics assigned to them.**Core reading:** R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); A Ogus, *Regulation* (1994); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *After the Rights Revolution* (1990); M Derthick & P Quirk, *The Politics of Deregulation* (1985); L Hancher & M Moran, *Capitalism, Culture and Regulation* (1989); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (1995).**Assessment:** Students will be assessed by a three-hour examination in June. The examination will involve answering three questions out of 12.

LL447

International Economic Law

This information is for the 2004/05 session.

Teacher responsible: Dr D Cass, A355**Availability:** For LLM students, MSc Development Studies, MSc Global Market Economics, MSc Public Financial Policy**Core syllabus:** The aim of the course is to study in detail those aspects of public international law which are concerned with international economic relations, including the principles, norms and policies of international trade governed by the World Trade Organisation, international monetary relations within the IMF, and international development assistance applied by the World Bank.**Content:** The course topics may include

- The evolution of the international economic order
- International monetary relations
- International development assistance and debt relief
- Challenges to the established international economic order: the NIEO, sustainable development, the post-colonial critique and globalisation
- Institutional aspects of the GATT/WTO
- WTO decision-making and dispute settlement
- GATT/WTO basic principles: MFN, national treatment, tariffs, quotas and general and security exceptions
- Health, safety and environmental standards: TBT and SPS Agreements
- Dumping and subsidies
- Agreements on Agriculture and Textiles
- General Agreement on Trade in Services
- Trade Related Intellectual Property Rights
- Regional Integration Agreements
- Trade and Development: safeguards, escape clauses and special and differential treatment
- 'New' issues: investment, competition and institutional reform.

Teaching: There is a seminar (LL447) of one-and-a-half hours duration each week, sessional.**Reading list:** Recommended: J H Jackson & W J Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (4th edition 2002); Trebilcock & Howse, *The Regulations of International Trade* (2ndedn, 1999); J Jackson, *The World Trading System* (1989).**Assessment:** There is a three-hour formal examination in May or June, based on the full syllabus. The paper counts for 100% of the assessment of the course.

LL448

International Environmental Law

This information is for the 2004/05 session.

Teachers responsible: Dr L D M Nelson, Dr Elias (KCL) and Dr M Fitzmaurice (QMW)**Availability:** For LLM students. Some knowledge of concepts of international law is required.**Core syllabus:** The course aims at providing a good introduction to the customs, treaties and concepts of international law relating to control or prevention of pollution and for protection and conservation of living resources.**Content:** Three parts:**Introduction:**

Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Teaching: Teaching is by weekly two-hour seminars (LL448) held at the IALS for 10 weeks in the MT, 11 weeks in the LT and seven weeks in the ST.**Reading list:** J Schneider, *World Public Order of the Environment: Towards an Ecological Law and Organizations*; S Lyster, *International Wildlife Law*; B Ruster, R Simma & M Boch, *International Protection of the Environment: Treaties and Related Documents*; D Johnston (Ed), *The Environmental Law of the Sea*; R McGonigle & M Zacher, *Pollution Politics and International Law*; A Springer, *The International Law of Pollution: Protecting the Global Environment in a World of Sovereign States*; L Caldwell, *International Environmental Policy*; Birnie & Boyle, *International Law and the Environment* (1993).**Periodicals include:** *Environmental Policy and Law*; *Ocean Development and International Law Journal*; *Ecology Law Quarterly*; *Marine Policy*; relevant articles in international law journals.**Further reading:** Books, periodical articles, conference proceedings and other publications are included in the comprehensive syllabus issued to participants.**Assessment:** There is a three-hour written examination paper in June, consisting of at least 10 questions, four of which must be answered.

LL451

International Law of the Sea

This information is for the 2004/05 session.

Teacher responsible: Dr L D M Nelson**Availability:** For LLM degree. Some knowledge of basic concepts of International Law is required.**Core syllabus:** Resources and Uses of the Sea, and applicable international principles, customs and treaties.**Content:** 1. Sources of the Law.

2. Historical Development of the Law of the Sea.

3. The Regime based on the 1992 Convention on the Law of the Sea and the Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982.

i. The Territorial Sea and Contiguous Zone.

ii. International Straits and Archipelagos.

iii. The Exclusive Economic Zone.

iv. The Continental Shelf.

v. High Seas.

vi. Fisheries.

vii. Deep Seabed Mining Regime.

viii. Landlocked and Geographically Disadvantaged States.

ix. Protection and Preservation of the Marine Environment.

x. Marine Scientific Research.

xi. Settlement of Disputes.

4. Current status of the 1982 Convention; its relation to customary law.

Teaching: One seminar (LL451) of two-hours each week, sessional.**Written work:** Students, individually or in groups, may be asked to

present one paper in a seminar during the session. They should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading list: *Oppenheim's International Law*, Vol I (9th edn, 1992), Jennings & Watts (Eds); Brownlie, *Principles of Public International Law* (5th edn, chs 9-11) and *Basic Documents in International Law* (4th edn); E D Brown, *The International Law of the Sea*, Vols I & II, 1994; Churchill & Lowe, *The Law of the Sea* (3rd edn, 1999); McDougal & Burke, *The Public Order of the Oceans*; Churchill et al (Eds), *New Directions in the Law of the Sea*, Vols I-XI; D P O'Connell, *The International Law of the Sea* (Ed I A Shearer) Vol I (1982), Vol II (1984); Third UN Conference on the Law of the Sea, *Official Records, Vols et seq*; Nordquist (Ed), *United Nations Convention on the Law of the Sea 1982: A Commentary*, Vol I (1985), Vol II (1993), Vol III (1995), Vol IV (1991), Vol V (1989). The 1958 Geneva Conventions on the Law of the Sea; Convention on the Law of the Sea 1982. Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982 (1994). Agreement for the Implementation of the Provisions of the United Nations Convention on the Law of the Sea of 10 December 1982 relating to the Conservation and Management of Straddling Fish Stocks and Highly Migratory Fish Stocks (1995).Periodicals include: *The American Journal of International Law*; *The British Yearbook of International Law*; *The International and Comparative Law Quarterly*; *Ocean Development and International Law*; *Marine Policy*; *San Diego Law Review* (LOS issues); *International Journal of Marine and Coastal Law*.

Reading lists and materials will be issued to participants during the course of the academic year.

Assessment: Three-hour written examination in June; nine questions, four to be answered.

LL452

The International Law of Armed Conflict and the Use of Force

This information is for the 2004/05 session.

Teachers responsible: Professor C J Greenwood, CMG, QC, A387**Availability:** For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.**Core syllabus:** The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society.The course examines both the law relating to when it is permissible to use force (**The Jus ad bellum**) and the law governing the conduct of hostilities once the decision to resort to force has been taken (**The Law of Armed Conflict** or **International Humanitarian Law**).
Content: The first half of the course is devoted to the law on resort to force. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered.

The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals).

Teaching: Teaching is by seminar. There is normally one two-hour seminar each week.**Reading list:** A detailed reading list will be issued at the first seminar. See, in particular: Gray, *International Law and the Use of Force* (2001 2nd edn due June 2004); Roberts & Guelff, *Documents on the Laws of War* (3rd edn) and Rogers, *Law on the Battlefield* (2nd edn due 2004).**Assessment:** There is a three-hour formal examination, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four are to be answered.

LL453

The International Protection of Human Rights

This information is for the 2004/05 session.

Teacher responsible: Dr C Beyani, A456**Availability:** For LLM students, MSc Development Studies and MSc Human Rights.**Pre requisites:** Some knowledge of public international law is required.**Core syllabus:** Comprehensive study of the expanding international law of human rights and institutions, both at a universal and regional level.**Content:** The course is divided in three parts. The first part deals with conceptual issues, namely: definitions of human rights; the role of international law in the protection of human rights; the individual and thestate; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination, individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The third part is concerned with the system of international protection of human rights. There is the *UN System* in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered; the *Inter-American System and the OAU System* with regard to the standards, the institutions of the Commission and the Court, and procedural requirements for lodging complaints; and the *European System*, with emphasis on the Court, the procedural requirements for lodging complaints, and the incorporation of the *European Convention* in the United Kingdom by means of the *Human Rights Act 1998*. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.**Teaching:** This course (LL453) is taught by one-and-a-half hour weekly seminars (10 in MT, 10 in LT, three in ST).**Reading list:** Course materials are available for purchase.**Assessment:** There is a three-hour formal examination in the June following the end of the course. There are usually nine questions, of which four are to be answered.

LL454

Human Rights of Women

This information is for the 2004/05 session.

Teachers responsible: Professor C Chinkin (LSE) and Dr F Banda (SOAS)
Availability: For LLM students, MSc Gender, MSc Gender, Development and Globalisation, MSc Gender and Social Policy and MSc Human Rights.**Core syllabus:** An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.**Content:** The course explores the following issues: the concept of women's human rights; international instruments guaranteeing civil and political and economic and social rights; the approach of the mainstream human rights mechanisms and institutions, including the Human Rights Committee and the European, American, and African Commissions and Courts of Human Rights; the UN Commission on the Status of Women and the development of specific normative standards relating to women; the background, drafting, content and experience of the Convention on the Elimination of All Forms of Discrimination against Women 1979 and its Optional Protocol, 1999; the work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations; debates around universalism and cultural particularity; the establishment of new standards at the global and regional levels; violence against women, including in armed conflict and trafficking; economic rights and the right to development; examples of domestic protection of women's rights, including India and Commonwealth Africa; women refugees; the rights of the girl child.**Teaching:** This course is taught by two-hour weekly seminars in MT and LT.**Reading:** Detailed readings are arranged for each class.**Assessment:** 100% examination.

LL455

International Tax Law

This information is for the 2004/05 session.

Teachers responsible: Dr I Roxan A460, Dr A Mumford A370, Professor John Avery Jones and Professor David Oliver**Availability:** For the LLM degree and MSc Law and Accounting. Students will be assumed to have a working knowledge of the tax system of at least one country (not necessarily the UK) or be studying the **Elements of Taxation** course.**Core syllabus:** The course is designed to examine taxation law and policy from an international viewpoint. It is intended to complement the other taxation options in the LLM by providing an international, non-UK approach to taxation.**Content:** The main part of this course looks at international fiscal law and policy and examines the solutions adopted by states, both unilaterally in their domestic law and by agreement with other countries, to tackle these problems. Particular emphasis is given to double taxation agreements (taking the OECD Model Convention as the starting point) and to the special problem of the taxation of corporations operating internationally. The course will also look at international tax policy to highlight those differences between various tax systems which give rise to problems in the international sphere.

Throughout the course examples will be drawn from various tax systems of different countries. Some of these examples will be drawn from the law of the UK, but the course is not and is not intended to be a course in UK tax law.

Topics covered will include:

1. Taxation and public international law:
 - Causes of international double taxation of income/profits
 - Methods of unilateral relief from international double taxation
 - Bilateral relief from international double taxation; double taxation agreements and their operations; analysis of the major model double taxation agreements (OECD Model, UN Model, US Model); the double taxation agreements
 - Special issues in the international taxation of multinationals and other corporations; the taxation of international financial transactions
2. International co-operation between tax administrations
3. Tax havens as fiscal systems; the uses of tax havens
4. International tax avoidance and evasion.

Teaching: Two-hour seminars (LL455) weekly with occasional classes. Part of this course will be taught jointly with Queen Mary and King's College.

Recommended preliminary reading: Williams, *Trends in International Taxation* (IBFD); Arnold & McIntyre, *International Tax Primer* (Kluwer).

Reading list: General reading: P Baker, *Double Taxation Conventions and International Tax Law*; Publications of: the Fiscal Committee of the OECD; the U.N. Group of Experts on Double Tax Treaties; the Bureau of International Fiscal Documentation; the International Fiscal Association; the Commission of Taxation of the International Chamber of Commerce; the Board of Inland Revenue.

General journals: *Bulletin of International Fiscal Documentation (BIFD)*; *Cahiers de Droit Fiscal International*; *Intertax*; *European Taxation*; *EC Tax Review*; *EC Tax Journal*; *Tax News Service*; *British Tax Review*.

Detailed Reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper. Candidates may take into the examination room unannotated copies of K van Raad (Ed), *Materials on International and EC Tax Law* (Vol 1, ITC Leiden). Candidates will also be provided in the examination with copies of the *OECD Model Tax Convention on Income and on Capital*.

LL458

Mental Health Law

This information is for the 2004/05 session.

Teacher responsible: Dr Jill Peay (LSE, A462). This course will be taught jointly with the Institute of Psychiatry. A number of the sessions will take place at Institute's premises at Denmark Hill. LSE students will accordingly be taught alongside psychiatrists, psychologists and other health care professionals from the Institute.

Availability: For LLM students, MSc in Criminal Justice Policy and MSc Criminology.

Core syllabus: This course is designed to integrate a practical and theoretical understanding of mental health law, from the perspective of both law and mental health sciences. It tries to provide students with a broad conceptual understanding of the particular problems encountered by mental health law.

Content: The introduction to the course is concerned with the context of mental health law and covers issues relating to basic legal and clinical terminology, basic legal structures and the interaction between mental health law and psychiatry. The remainder of the term is devoted to civil mental health law and looks at; issues of capacity, compulsory treatment both in hospital and in the community and discharge from hospital. We also touch on issues of mental health law, rights and discrimination. The second term focuses more on issues relating to mentally disordered offenders; it reviews relevant issues of criminal law and sentencing, and covers materials relating to the relationship between mental disorder and offending. The final part of the course looks at issues of mental health law policy and reform.

Teaching: Weekly seminars of one-and-a-half hours for 10 weeks in the MT, 10 in LT and up to three in the ST.

Written work: Students are encouraged to prepare written work for the weekly seminars.

Reading list: There is no single satisfactory text. As a general textbook we recommend P Bartlett & R Sandland, *Mental Health Law: Policy and Practice*, 2nd edn, Oxford University Press (2003). We will also make extensive reference to N Eastman & J Peay (Eds), *Law Without Enforcement: Integrating Mental Health and Justice*, Hart Publishing (1999). A study pack for purchase of some of the relevant articles will be made available.

Assessment: There will be one three-hour examination which will count for 100% of the marks.

LL459

Constitutional and Institutional Law of the European Union

This information is for the 2004/05 session.

Teacher responsible: Professor T C Hartley, A457

Availability: For LLM students. No previous knowledge of European Community law is expected, but good general legal skills are required. Students without a law degree (or other qualification recognised as

equivalent for the practice of law) may not take this course.

Core syllabus: Constitutional and Institutional Law of the European Union: the law relating to the institutions of the European Community and other aspects of European integration and co-operation, studied in a comparative global context.

Content: Part I: The European Union

1. Origin and principles of the Community.
2. EU legislative institutions: Commission, Council and Parliament.
3. Legislative powers: procedures; legal basis; subsidiarity.

Part II: International Adjudication: the European Court in Comparative Context

1. Composition and Jurisdiction.
2. The Problem of Compliance.
3. Interpreting the Law

Part III: The Community and the Member States in Comparative Context

1. International law, Community law and National law: general issues.
2. The Community treaties in the legal systems of the Member States.
3. The direct effect of directives.
4. Enforcement of EU law in Member States: preliminary rulings; governmental liability in tort.

Part IV: The Community in the World System

1. The conclusion of treaties: the Community compared with selected States.
2. The effect of treaties.

Part V: Human Rights

1. Human rights in the United States and Germany; the European Convention on Human Rights: structure, procedure and general issues; the EU Charter.
2. The development of human rights in EC law: the European Court and the *Bundesverfassungsgericht*
3. Selected topics.
4. The European Convention on Human Rights and the EU: harmony or friction?
5. The international boundaries of European human rights.

Teaching: Two-hour weekly seminars for the discussion of cases and materials.

Reading list: Trevor C Hartley, *European Union Law in a Global Context*; T C Hartley, *The Foundations of European Community Law* (5th edn).

Assessment: Half the marks will be based on a two-hour examination, the other half will be based on a dissertation. The definitive title of the dissertation must be chosen by the second Wednesday in February and the essay must be handed in by the last Wednesday of May.

LL460

International Law and the Protection of Refugees, Displaced Persons and Migrants

This information is for the 2004/05 session.

Teacher responsible: Dr C Beyani, A456

Availability: For LLM students, MSc Human Rights, MSc Development Studies.

Core syllabus: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, internally displaced persons and migrants are situated.

Content: The course explores the overlap between International Refugee Law, Human Rights, International Humanitarian Law and Humanitarian Assistance, the phenomenon of legal and illegal Migration, including Human Trafficking in the context of refugees, persons displaced within states during armed conflict, legal and illegal migrants. It covers: the definition of refugees, internally displaced persons, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection and individual criminal responsibility for persecution and associated crimes; the role of the *ad hoc* Tribunals with criminal jurisdiction and the International Criminal Court; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, internally displaced persons, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; the regime of humanitarian assistance to displaced persons in armed conflict and in refugee settlements, including the Sphere Project and the Humanitarian Ombudsman; and finally the institutional protection of refugees, displaced persons, and migrants by the United Nations High

Commissioner for Refugees, the United Nations High Commissioner for Human Rights and the United Nations Human Rights Treaty Bodies, the Red Cross, the International Organisation for Migration, and Non-Governmental Organisations.

Teaching: This course is taught by two-hour weekly seminars in MT, LT, and ST.

Reading list: A detailed Reading list for the whole course is provided.

Assessment: Three-hour formal examination; 10 questions, four to be answered. Alternatively, candidates may elect to write an essay of not more than 10,000 words.

LL461

United Nations Law

This information is for the 2004/05 session.

Teachers responsible: Professor C J Greenwood, CMG, QC, A387 and Professor A I Aust, CMG

Availability: For LLM students, MSc Development Studies and MSc Human Rights. Some knowledge of public international law is required.

Core syllabus: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Content: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Securing compliance with obligations: suspension, expulsion. The collective security mechanism. Case studies of Iraq and Kosovo. UN peacekeeping and dispute settlement. Enforcement through the Security Council. Regional agencies and peace enforcement. Law making by international institutions. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching: Teaching is by seminar (LL461), with one-and-a-half hours per week being offered.

Reading list: Conforti, *The Law and Practice of the United Nations*; Sarooshi, *The United Nations and the Development of Collective Security*; White, *The Law of International Organisations*; Simma, *Charter of the United Nations* (2nd edn) for reference.

Detailed guidance on reading will be given at the first seminar.

Assessment: There is a three-hour formal examination, based on the entire syllabus. There are usually at least nine questions, of which four are to be answered. The paper usually comprises both essay and problem questions.

LL462

Criminal Law, Criminology and Criminal Justice

This information is for the 2004/05 session.

Teachers responsible: Professor N Lacey and Professor R Reiner

Availability: For LLM students and for MSc Criminal Justice Policy, MSc Crime, Deviance and Control, MSc Biomedicine, Bioscience and Society, MSc Law, Anthropology and Society and MSc Regulation students (with permission).

Core syllabus: Theories of crime and of social control: aims and functions of criminal law; theories of responsibility and punishment.

Teaching: 20 seminars of two-hours duration.

Selected Bibliography: H L A Hart, *Punishment and Responsibility* (1968); N Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law* (3rd edn, 2003); Alan Norrie, *Crime Reason and History* (2nd edn, 2001); M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology* (3rd edn, 2002); David Downes & Paul Rock, *Understanding Deviance* (4th edn, 2003); G Vold, T Bernard & J Snipes, *Theoretical Criminology* (5th edn, 2002).

Assessment: Three-hour paper.

LL463

Collective Labour Law and Human Rights

This information is for the 2004/05 session.

Teachers responsible: Professor P L Davies and Mr R C Simpson

Availability: For LLM students. This course is taught jointly with the **Collective Labour Law and Human Rights** course for MSc Industrial Relations and Personnel Management students ID480.

Core syllabus: This course examines the scope of the principle of freedom of association within the workplace, including the rights of individuals, as against both the state and employers, to join trade unions and other organisations of workers and to participate in the activities of worker organisations. The course will examine also the rights of associations of workers to organisational autonomy. These questions will be studied with particular reference to rights to information, consultation and bargaining, legal impact of collective agreements and the right to strike. These issues will be studied with reference to international, European and national labour law, including some reference to national labour law systems other than those of the UK.

Teaching: 20 two-hour weekly seminars.

Reading list: Reading will be prescribed for each seminar. Preliminary reading can be found in T Novitz, *International and European Protection of the Right to Strike* (2003); P Davies et al (Eds), *European Community Labour Law*, ch 8-10; S Deakin & G Morris, *Labour Law* (ch 1, 2, 7-11, 3rd edn, 2001).

Assessment: One three-hour examination plus 15 minutes reading time.

LL464

Investment Funds Law in Europe

This information is for the 2004/05 session.

Teacher responsible: Vivien Prais, A363

Availability: For LLM students and any other suitably qualified MSc Students with the permission of the course convenor.

Core syllabus: The objective of this course is to introduce students to the law and regulations relating to collective investment funds in the UK and selected European jurisdictions (eg Germany, France, Italy, Sweden). The course will include both study of the relevant law of the countries selected and also a comparative assessment of the development and current features of the regulation of the collective investment fund industry in the European context.

Content: The history of the development of collective investment in the UK and the individual European countries selected with particular emphasis on the business association used as the vehicle; a comparative assessment of the effect of the different systems of law on the growth of investment funds, both historical and current; an examination of the different types of funds developed with particular emphasis on variation and innovation; the regulation of the establishment and marketing of collective investment funds both domestic and cross-border, including consumer protection measures, taxation and state-funded incentives and the effect of EC law especially the 1985 UCITS Directive as amended by the Product and Management Directives of 2002.

Teaching: One two-hour seminar each week.

Reading list: No single textbook covers the syllabus of this course. A full reading list and materials will be distributed during the course. Some illustrative references to texts are: K F Sin, *The Legal Nature of the Unit Trust* (1997); *Blackstone's Guide to the Financial Services and Markets Act 2000* (2001); Niamh Moloney, *EC Securities Regulation* (2002); Paul & Pasler, *German Investment Law* (2003).

Course materials will be available for purchase.

Assessment: One three-hour written examination.

LL465

Law and Social Theory

This information is for the 2004/05 session.

Teacher responsible: Professor W T Murphy, A372

Availability: For LLM students and other students with some background in legal, social or political theory.

Core syllabus: This course is designed to introduce students to the study of law through the perspective of modern social theory.

Content:

- A. Law, Modernity and Society
- B. Rules and the Boundaries of the Social
- C. The Human and the Social Subject.

Select Bibliography: Bourdieu, *The Logic of Practice*; Habermas, *The Philosophical Discourse of Modernity*; Habermas, *Between Facts and Norms*; Luhmann, *Social Systems*; Luhmann, *Risk*; Foucault, *The History of Sexuality* (3 vols); Foucault, *Discipline and Punish*; Teubner, *Law as an Autopoietic System*; Murphy, *The Oldest Social Science?*; Butler, *Bodies that Matter*.

Teaching: 23 two-hour seminars (LL465).

The seminars will be conducted by Professor Collins, Professor Lacey, Professor Murphy and Mr Pottage.

Assessment: The course is assessed by means of one two-hour examination. The marks obtained count for 50% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum which is due by 1 September.

LL466

Media Law

This information is for the 2004/05 session.

Teacher responsible: Ms J Sheehan

Availability: For LLM students, and other Masters level students with permission.

Core syllabus: The course examines the legal and administrative regulation of the mass media, principally the press and broadcasting media. It covers the legal constraints placed on the media by the general law of breach of confidence, defamation, copyright, contempt of court and other statutory reporting restrictions. It also examines the central place of media freedom, the freedom to report and discuss matters of public interest, and looks at the impact of the Human Rights Act 1998, in particular the balancing act between press freedom and individual privacy.

Other aspects covered include the open justice principle and its application to reporting court proceedings, protection of journalists' sources, and press self-regulation, including the Press Complaints Commission code and complaints procedure.

Content: The principle of media freedom, the special regulation of the broadcasting media, defamation (including case studies relating to the press, the broadcasting media and the internet) breach of confidence, contempt of court, the open justice principle, anonymity orders, statutory and other exceptions to the open justice rule, reporting children's cases, reporting rape and other sexual offences cases; protection of journalists' sources, copyright, statutory reporting restrictions, privacy, the Human Rights Act 1998, the European Convention on Human Rights, the Press Complaints Commission and its code and complaints procedure.

Teaching: 23 weekly two-hour seminars.

Written work: All students are expected to submit one non-assessed essay and to use this as the basis of a presentation on a topic assigned to them.

Reading list: Robertson & Nichol, *Media Law* (4th edn, 2001); Barendt & Hitchens, *Media Law: Cases and Materials* (Longman, 2000); Gibbons, *Regulating the Media* (2nd edn, 1998).

Assessment: Consists of one three-hour examination accounting for 100% of the marks.

LL467

The Law and Practice of International Finance

This information is for the 2004/05 session.

Teacher responsible: Mr Andrew McKnight

Availability: For LLM and MSc Law and Accounting students.

Core syllabus: The course examines the legal issues which arise in international finance transactions taking place in the London financial markets. It looks at the various forms of transaction, the relevant commercial and regulatory background and the risks and protections available to those providing such finance. The course is based upon an analysis of the relevant issues under English law with reference to other systems for comparative purposes.

Content:

1. An introduction to international finance transactions and relevant principles of English law
2. Insolvency, state default and other things that might go wrong
3. Credit protection, secured and quasi-secured transactions
4. Conflict of laws, sovereign immunity and legal options
5. Banking regulation
6. Bilateral loans and foreign currency lending
7. Syndicated loans
8. International bonds
9. Derivatives and swaps
10. Loan transfers and securitisation
11. Project finance

Teaching: There is a weekly two-hour lecture and weekly one-hour seminar sessional.

Reading list: Phillip Wood, *The Law and Practice of International Finance* (6 volumes); Tennekoon, *The Law and Practice of International Finance*; R. M. Goode, *Commercial Law*; R. Cranston, *Principles of Banking Law*. A full Reading list will be distributed during the course.

Assessment: This subject is examined by means of one three-hour open book written paper (75% of the overall mark) and one essay (25% of the overall mark) which is due at the end of the LT.

LL468 Half Unit

Law of Human Rights in the United Kingdom

This information is for the 2004/05 session.

Teachers responsible: Professor C. A. Gearty, Z127; Professor H. Collins, A342 and Dr K. Maleson, A357

Availability: For LLM students and other Master's level students with permission.

Content: This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament.

Teaching: 12 two-hour seminars in the LT and ST of each academic year.

Reading list: Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004) is the core text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper.

LL469 Half Unit

The Theory, History and Practice of Human Rights Law

This information is for the 2004/05 session.

Teacher responsible: Professor C. A. Gearty, Z127

Availability: For LLM students and MSc students in human rights; other Master's level students with permission.

Content: This course will provide a theoretical and historical introduction to the theory and practice of human rights. It will cover the development of the idea of human rights since the 18th century and in particular the flourishing of 'rights' talk since the second world war. This course will provide those taking it with a theoretical understanding of the subject but will ground that theory in practice. Designed in this way it will appeal to students interested in 'black letter law' as well as those more interested in the philosophy and/or history of human rights and civil liberties.

Teaching: 10 two-hour seminars in the first term of the academic year.

Reading list: There is no set text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper.

LL470

Banking Law

This information is for the 2004/05 session.

Co-ordinating teacher: Andrew McKnight

Availability: For LLM.

Pre requisites: Knowledge of company law and contract law, as well as general EC law, is desirable but not necessary.

Core syllabus: The course will be taught by the co-ordinating teacher with the assistance of visiting teachers who are practitioners in specialist areas. The course will focus on English law as it affects the regulation and practice of banking in England, with some limited reference to EU law in relevant areas.

Content:

1. An introduction to banks and banking transactions
2. Banking regulation in the UK
3. The banker-customer relationship
4. Consumer protection and the regulation of transactions
5. Financing transactions
6. Secured lending and quasi-security
7. Payment instruments, payments and payment systems.

Teaching: Weekly lectures of two-hours.

Reading materials: For introductory purposes, students are referred to Goode, *Commercial Law* (2004); Cranston, *Principles of Banking Law* (2002); Ellinger, Lomnicka & Hooley, *Modern Banking Law* (2002); Blair *et al*, *Banking & Financial Services Regulation*; and Blair *et al*, *Blackstone's Guide to the Financial Services & Markets Act 2000* (2000).

Assessment: The course will be assessed by means of a three-hour open book examination paper, in which students will be required to answer three questions.

LL474

Modern Legal History

This information is for the 2004/05 session.

Teacher responsible: Professor W. T. Murphy, A372

Availability: For LLM students, MSc Law, Anthropology and Society and MSc Regulation. Some knowledge of British political and economic history in the period is desirable.

Core syllabus: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year.

Content: Topics will be selected from the following list: Sources and methods; Social change, law reform and the main movements in political and economic thought; Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law, relief of poverty, public health, environmental control, safety, education.

Teaching: One weekly two-hour seminar (LL474), Sessional.

Reading list: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Written work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Assessment: By means of 15,000 word long essay due by 1 September.

LL475 Half Unit

Terrorism and the Rule of Law

This information is for the 2004/05 session.

Teachers responsible: Professor Gearty, Z127 and Dr Oberleitner, Z123

Availability: For LLM students and MSc Human Rights; other Master's level students with permission.

Content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of

terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail, and the half course will include three case studies, Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'.

Teaching: 12 two-hour seminars in the LT and ST of each academic year.

Reading list: There is no set text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper.

LL478

Policing and Police Powers

This information is for the 2004/05 session.

Teachers responsible: Professor T. Newburn, A280 and Professor R. Reiner, A207

Availability: For LLM, MSc Criminal Justice Policy, MSc Criminology, MSc Crime, Deviance and Control, and MSc Regulation.

Core syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. Nonetheless the police are only one aspect of the more general institutions and processes of policing. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. Policing and police powers are central focal points for debate in the politics of criminal justice, as well as one of the fastest-growing areas in academic research and publishing within criminology. This course will review the extensive research literature and policy developments about policing in recent years.

Content includes:

1. *The nature and functions of 'policing'*. What is the role of the police in the State and legal system? The pluralisation of policing, and the relationship between the police and other aspects of policing.
2. *The historical development of policing*. Theoretical debates about the explanation and interpretation of changes in policing in modern times.
3. *Police work and the impact of police organisations*. Particular stress will be laid on issues of police discretion, discrimination, and the measurement and enhancement of 'effectiveness'.
4. *The characteristics and dynamics of police organisations*. Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' ie informal organisation.
5. *Specialist aspects of policing organisations*, notably criminal investigation, and the control of public order, will be examined.
6. *The relationship between State and 'private' forms of policing*.
7. *The legal powers of the police*. Police powers and the controls over their exercise will be analysed, with particular reference to The Police and Criminal Evidence Act 1984 and its impact.
8. *Police accountability and control*. Who guards the guardians? The complaints system and the debates about police governance will be discussed.
9. *The role of police organisation in the formulation of law and criminal justice policy*. The politics of police representative associations, and their role as pressure groups for legal and policy change.
10. *Policing and the Mass Media*. The representation of the police and policing in the mass media will be analysed, and its implications assessed.

Teaching: A weekly two-hour seminar sessional.

Preliminary Reading list: General surveys of the field include: T. Newburn (Ed), *Handbook of Policing* (2003); R. Reiner, *The Politics of the Police* (3rd edn, 2000); R. Morgan & Newburn, *The Future of Policing* (1997); P. A. J. Waddington, *Policing Citizens* (1999); L. Johnston, *Policing Britain*; D. Dixon, *Law in Policing* (1998); N. Walker, *Police in a Changing Constitutional Context* (2000).

Useful collections of research and policy papers include: R. Reiner (Ed), *Policing Vols I and II* Dartmouth (1996); F. Leishman, B. Loveday & S. Savage, *Core Issues in Policing* (2nd edn, 2000). Detailed Reading lists for each topic will be provided.

Assessment: One three-hour examination, counting for 100% of the marks.

LL479

Issues in Taxation - Dissertation

This information is for the 2004/05 session.

Teachers responsible: Dr I. Roxan, A460 and Dr A. Mumford, A370, with contributions from Professor J. F. Avery Jones, Dr Jonathan Leape and others

Availability: For LLM students. This course is required for the specialism in Taxation. Students will be expected to be taking other tax courses or to

have a good background in taxation.

Core syllabus: This course will begin with the basic principles of tax policy and the methodology of applying these principles. It will go on to discuss a range of current issues in taxation and tax policy, often with an interdisciplinary approach.

Content: This course will provide support for students in writing an LLM dissertation on a taxation topic. It will also use the monthly Taxation Seminars, organised by the Law and Economics Departments, to provide students with direct exposure to current debates in taxation. The monthly seminars bring together a wide variety of participants, including lawyers, economists, accountants and government officials. Those attending the meetings are encouraged to participate and the meetings provide a forum for topical discussion on taxation. The precise topics for the seminars are chosen each year from subjects of current interest. Seminars in this course outside of the monthly series will provide students with background for the monthly seminars and will look at other topical issues in taxation.

Teaching: Two-hour seminars (LL479). Sessional (weekly).

Recommended preliminary reading: James & Nobes, *Economics of Taxation*, or another introductory tax policy book.

Reading list: There is no fixed list, selections being made from year to year on the basis of topicality.

Assessment: Dissertation of no more than 15,000 words due by 1 September. Students will also be required to make at least one presentation (not formally assessed) during the year.

NB: The monthly Taxation Seminars are available to all with an interest in taxation including LLM and MSc students. Students wishing to observe are very welcome. For more information, see the LSE Financial Markets Group web pages.

LL480

The Principles of Civil Litigation

This information is for the 2004/05 session.

Teachers responsible: Joe Jacob, A341

Availability: For LLM students.

Core syllabus: The course, as its title indicates, is concerned more with the principles than with the details of civil procedure. Its focus is the English system but reference is made throughout to other models. **Content:** The course will consist of selected topics chosen from the following: general principles and practice of civil litigation, including: the organisation, jurisdiction and functions of the various Courts and Tribunals and of the legal profession including in particular the Courts and Legal Services Act 1990 and the Access to Justice Act 1999. The remedies afforded by civil proceedings (both interim and final) including enforcement of judgements and orders. The procedures adopted in the High Court and in the County Court in ascertaining and dealing with disputed issues, in preparation for trial, in the trial and post-trial Assessment of damages or other consequential relief; the system and right of appeal and the procedure on appeal; (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The social and economic effects and value of the system of civil litigation.

Teaching: There is one lecture per week.

Written work: No written work is set during the year but students wishing to do essays can get them marked.

Reading list: Students will be issued with a full Reading list at the beginning of the year with reading suggested for each lecture topic. The subject does not have a single book that covers the course. It is probable that the Reading list will be contained within the School's on-line Teaching package, WebCT. Other material is likely to be contained in a bound course pack.

Students will probably wish to buy one or two books. The most useful are: Joseph Jacob, *Civil Litigation: Practice and Procedure in a Shifting Culture* (2001); M. Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Fabric of English Civil Litigation*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Assessment: There is a three-hour formal examination in June based on the syllabus and the series of lectures. There are normally nine or 10 questions out of which the candidate is expected to answer three.

LL484

Regulation of Financial Markets

This information is for the 2004/05 session.

Teacher responsible: Dr J. Black, A461

Availability: For LLM, MSc in Regulation, MSc in Management and Regulation of Risk and MSc Law and Accounting.

Core syllabus: This course aims to examine the regulatory structures governing financial markets and intermediaries and the conduct of banking and investment services. Whilst it covers the main principles of international and UK financial regulation it abstracts from much of the detail of the regulation, in order to provide a broader perspective on the policies and philosophies underpinning those structures. The aim is to contribute to a critical understanding of the conceptual framework for financial regulation.

The course does not aim to provide a comparative account of financial regulation across countries, but international comparisons will be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on public regulation of national and international aspects, rather than on contract law or transactional aspects. No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. The course might be regarded as complementary to a number of other courses, including the LLM courses in Regulation: Legal and Political Aspects, Banking Law, European Monetary and Financial Services Law, The Law of Corporate Finance or The Law and Practice of International Finance.

Content: The syllabus includes the following topics:

- Overview of financial markets, institutions and instruments
- Rationales and techniques of financial regulation
- Institutional architecture: international, EU and UK
- Overview of FSA Handbook
- Regulatory activities and authorisation
- High level standards
- Regulation of intermediaries
- Prudential regulation of banks
- Insurance regulation
- Financial conglomerates
- Derivatives
- Insider Dealing and Market Abuse
- Money Laundering

Teaching: 20 two-hour lectures.

Reading list: A full Reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: C Goodhart, et al, *Financial Regulation: Why, How and Where Now?* (1998) and S Valdez, *Introduction to Global Financial Markets* (4th edn, 2003).

Assessment: The course will be assessed by means of a three-hour, unseen examination paper, in which students will be required to answer three questions.

LL491

Taxation of Corporate Transactions

This information is for the 2004/05 session.

Teachers responsible: Dr I Roxan, A460, Dr A Mumford, A370, Professor David Oliver, Jefferson VanderWolk and others

Availability: For LLM degree and MSc Law and Accounting.

Pre requisites: Students should be familiar with the UK tax system, or have working knowledge of another system of business taxation, and otherwise will be expected to be taking **Elements of Taxation**

Core syllabus: The course examines the principles governing the taxation of corporate and other business transactions. The course will take a comparative approach in examining the business tax systems of the United Kingdom and other countries.

Content: The main tax system studied will be that of the United Kingdom (primarily income tax, capital gains tax and corporation tax), but there will also be extensive examination of the tax system of the United States and possibly another country. This course will concentrate on a number of key advanced topics that are central to corporate taxation, such as the treatment of shares, the taxation of corporate finance, the treatment of groups of companies, the taxation of corporate reorganisations (in the broader sense), and the taxation of multi-national companies from a domestic perspective.

Recommended preliminary reading: Hugh Ault et al, *Comparative Income Taxation: A Structural Analysis* (Kluwer, 1997).

Reading list: Textbooks: Hugh Ault et al, *Comparative Income Taxation: A Structural Analysis* (Kluwer, 1997), Tiley & Collison, *U.K. Tax Guide* (latest edition); Tiley, *Revenue Law*; Abrams & Doernberg, *Essentials of US Taxation*.

Detailed Reading lists will be provided during the course.

Teaching: Two-hour seminars (LL491). Sessional (weekly).

Assessment: The examination will be by three-hour written paper. Candidates will be permitted to take into the examination room unannotated copies of approved statutory materials.

LL492

Elements of Taxation

This information is for the 2004/05 session.

Teachers responsible: Dr A Mumford, A370, Professor Malcolm Gammie and others

Availability: For LLM degree and MSc in Law and Accounting.

Pre requisites: The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a

non-theoretical context. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is recommended strongly for those who have not studied taxation previously.

Core syllabus: This course is designed to provide a theoretical survey and analysis both of general problems of taxation as well as of the United Kingdom tax system, in a way that will be suitable for the tax specialist as well as non-specialist.

It is composed of two elements: first, an overview of policy objectives and issues and of the legal problems inherent in using taxation to realise those objectives; second, an analysis of aspects of the law of current U.K. taxation and tax administration.

Content: A. Policy Issues

1. Objectives of taxation and various criteria for evaluating tax systems.
2. Introduction to basic concepts used in the economic analysis of taxation. (eg, neutrality, vertical and horizontal equity, progressivity, etc).
3. Economic analysis of types of taxation - direct/indirect, capital/income/expenditure.
4. Theoretical introduction to income tax and corporation tax and the problem of integration, distinctions between income and capital. Theory of capital taxation, and non-technical introduction to inheritance tax and capital gains tax. Introduction to structure of value added tax.
5. Historical background.
6. Sources of tax law.
7. Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement

1. Structure of the Inland Revenue and Customs and Excise.
2. The Court System in relating to tax cases, including Law and Fact.
3. Assessment.
4. Enforcement and Collection (including the Black Economy).
5. Inland Revenue discretion - practice statements and extra-statutory concessions - judicial review and the Inland Revenue.

C. Income Taxation

1. *The Schedular System*.
2. *Personal allowances*, rates of tax, computing personal liability to taxation.
3. *Schedule D*, Cases I and II and Class 4 social security contributions.
4. *Schedule E* and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element.
5. *Losses* (in outline).
6. *Capital Expenditure* (in outline).

D. Capital Taxes

Capital gains tax in detail - basic structure - assets; exemptions and reliefs, disposal; computation.

E. Foreign Element

Domicile and Residence of individuals. Relevance to UK taxation.

F. Detailed Discussion of control of tax avoidance

1. Legislative and judicial treatments.
2. Proposals for Reform.

Teaching: Seminars (LL492) Sessional (weekly).

Reading list: Tiley, *Revenue Law*; Whitehouse, *Revenue Law Principles and Practice*; Tiley & Collison's, *U.K. Tax Guide*; A Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*; James & Nobes, *The Economics of Taxation*. Current editions should be used. Detailed Reading lists will be provided during the course.

Assessment: The examination will be by three-hour written paper. Relevant legislation may be taken into the examination room.

(*Butterworths Yellow Tax Handbook* and *Butterworths Orange Handbook* or *CCH Tax Statutes and Statutory Instruments*) may be used if unannotated.

LL493

Tax and the Family

This information is for the 2004/05 session.

Availability: For LLM

Pre requisites: No previous knowledge of tax, social security or family law is required.

Core syllabus: The course aims to provide an integrated study of family finance from the perspectives of both tax law and social security law.

Content:

1. *Introduction*
Purposes of the tax law and social security systems and how they interact.
2. *Introduction to the Income Tax System* (in outline only).
The schedular system; rates of tax; personal allowances; method of Assessment; deduction at source. Introduction to capital taxation.
3. *The Unit of Assessment*
 - a. Husband and wife: taxation of spouses (including capital taxation); aggregation for social security; arguments for and against aggregate systems of taxation and social security disaggregation.
 - b. Cohabitees: the cohabitation rule for social security; taxation of cohabitees.

c. Dependants: increases in social security benefits; taxation reliefs including arguments for and against the deductibility of child care expenses.

4. *Social Security and the Family*

a. Contribution rules (in outline), credits and home responsibilities provisions.

b. State provision for the family; family credit, child benefit, one-parent benefit, maternity benefits, guardian's allowance.

c. The impact of other welfare benefits upon the family: income support and the social fund, housing benefit.

5. *Income Replacement and the Family*

a. The impact of "income replacement" benefits on the family: maternity benefits, unemployment benefits for sickness and disability, retirement pensions, widows pensions.

b. Taxation of benefits and state pensions.

6. *Marriage Breakdown*

a. Support Rights: Between spouses and for children. The impact of the Child Support Act 1991.

b. The effect of separation/divorce on benefit entitlement. The effect of benefit entitlement on support rights.

c. Taxation effects: tax planning in relation to settlement and Court orders; impact of the reforms in the Finance Act 1988.

d. Interaction between taxation and social security on marriage breakdown and proposals for reform.

7. *Impact of EEC Law*

The application of EEC equal treatment principles to English social security and tax law.

8. *Integration of Tax and Social Security*

a. The Poverty and Unemployment Traps.

b. Analysis of suggested models of integration (tax credit and negative income schemes).

Teaching: Teaching is by weekly seminar.

Reading list: Students are advised not to buy any particular textbook before attending the first seminar. The following are some of the books and other materials to which students are likely to be referred during the course.

Butterworths Yellow Tax Handbook; or *CCH British Tax Legislation*; *Butterworths U.K. Tax Guide* (latest edition); O Wylie, *Taxation of Husband and Wife*, 1990; *Butterworths U.K. Tax Guide Policy Supplement* (latest edition); F R Davies, *Introduction to Revenue Law*, 1985; S Mayson, *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation*, 1978; Moores & Rowland, *Tax Guide* (latest edition). *CPAG Social Security Handbooks*, *Family Law*, *Child Maintenance under the Child Support Act 1991*, 1993 (latest edition).

Students will also be referred to reported decisions of the Social Security Commissioners and articles in the *Journal of Social Welfare Law*, *Legal Action*, *British Tax Review*, *Fiscal Studies*

Assessment: The course is assessed entirely by way of a formal three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars.

LL494

Value Added Tax

This information is for the 2004/05 session.

Teachers responsible: Dr Ian Roxan, A460, Professor John Avery Jones and others

Availability: For LLM degree and MSc Law and Accounting. Students will be expected to have or acquire a general knowledge of the laws and institutions of the EC. They are not required to have prior knowledge of tax law, nor are they required to be taking or to have taken any other specific course.

Core syllabus: The main emphasis in the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Opportunity will be taken to note on a comparative basis variations in the VAT regimes between the member states, and also EC proposals for reform of the system.

Content: The course will begin with an introduction to VAT, which will include: forms of VAT; general framework of EC VAT; administrative and judicial framework for implementing the tax; taxable persons; taxable supplies; the value of supplies; exemption; the rate structure; deductibility of input tax. The course will then examine selected problems both of the theory of the tax and its practical application in the EC (particularly the UK). The precise problems studied will take into account current concerns and developments, but the list will include topics such as procedural issues; VAT and land transactions; VAT and financial and related services; taxation of international transactions and taxation of acquisitions from another member state.

Teaching: Two-hour seminar weekly. Part of this course will be taught jointly with Queen Mary and King's College.

Recommended preliminary reading: Ogle, *Principles of Value Added Tax: A European Perspective* (Interfisc Publishing, 1998); Terra & Wattel, *European Tax Law* (Kluwer); or Farmer & Lyal, *EC Tax Law* (Oxford).

Reading list: Students will be expected to acquire either the *Butterworths Orange Tax Handbook*, or the *CCH Tax Statutes* for the relevant year.

Students will be provided with detailed outlines and Reading lists for the course, together with selected materials for further study.

Assessment: Three-hour formal written examination. Candidates will be permitted to take into the examination room unannotated copies of the *Butterworths Orange Tax Handbook* or *CCH Tax Statutes and Statutory Instruments* Vol 2.

LL499

Dissertation

This information is for the 2004/05 session.

LL4A1

LLM Subject Area Specialist Research Seminars

This information is for the 2004/05 session.

Teachers responsible: Professor Sarah Worthington, A159 and Dr Gerry Simpson, A471

Availability: For LLM students, and for other Master's level students with permission.

Content: A series of ad hoc one-hour seminars running during MT and LT. The programme changes annually, with sessions given by distinguished visiting academics, practitioners and other experts on issues related to their specialist interests. The aim is to expose LLM students to a wider range of material than is possible in many of the taught courses, and to explore and challenge some of the issues and themes that are currently controversial. Most sessions will run as seminars rather than public lectures, with students expected to interact with the seminar speaker and with each other.

Teaching: Weekly or fortnightly one-hour sessions during the MT and LT.

Assessment: Not assessed, although many sessions will be directly or indirectly related to material considered in other assessable LLM courses.

LL4A2

LLM Dissertation Seminars

This information is for the 2004/05 session.

Teacher responsible: Professor Sarah Worthington, A159

Content: A series of seminars on dissertation research, writing and presentation skills. These sessions will give guidance on selecting and managing a research project, organising research materials, analysing and formulating arguments, and delivering appropriate conclusions. These sessions include integrated input from LSE Library and Teaching and Learning Centre staff.

Teaching: Weekly or fortnightly one-hour sessions during MT and LT.

Assessment: Not assessed, but each LLM student is expected to attend regularly and to make periodic presentations.

LL4B2

Advanced Issues in European Union Law

This information is for the 2004/05 session.

Teacher responsible: Damian Chalmers, J106

Availability: For LLM students.

Core syllabus: The course aims to study the central themes that cross-cut contemporary European Union legal integration. It will examine the nature of the European polity and its legal system; the central normative challenges posed by the development of European Union citizenship, governance, constitutionalism. It will also attempt to locate the European Union legal order against wider backdrops of global legal business and migratory regimes.

Content:

- European Union Legal Theory - EU law and State law; EU law and Cosmopolitan Law, EU Law and Legal pluralism; EU legal networks and 'Europeanisation'.
- European Union Citizenship - Membership rights granted by EU law; EU law and the EU Charter on Fundamental Rights; EU law and its Denizens; EU Law, Policing and Anti-Terrorism.
- European Constitutionalism and Governance - new forms of EU governance; deliberative and participatory models of EU decision-making; accountability and transparency within the Union; economic constitutionalism.
- European Union Law and Global Business Markets - WTO and EU law; EU law and standardisation (CEN and ISO); EU law and legal globalisation.

Teaching: Two-hour seminars weekly.

Recommended reading: Weiler & Wind (Ed), *European Constitutionalism Beyond the State* (2003); Walker (Ed), *Sovereignty in Transition?* (Hart, 2003); Snyder (Ed), *Regional and Global Regulation of International Trade*; Groenendijk et al (Eds), *In Search of Europe's Borders* (2002); Kostakopoulou, *Citizenship, identity and immigration in the European Union* (2001).

Assessment: 7,000 word essay (50%) and two-hour unseen examination (50%).

LL4B3 Half Unit**EU Regulation of State Commercial Activities**

This information is for the 2004/05 session.

Teachers responsible: Giorgio Monti, A362 and Colin Scott, A340
Availability: For LLM students and other Master's students with permission.

Pre requisites: Students should be familiar with the general law and principles of EU Law, and preferably have some knowledge of competition law.

Core syllabus: A review of how competition law applies to regulate the intervention of Member States in competitive, and newly liberalised markets.

Content: The course covers two main areas: (1) the liberalisation of economic sectors: The State Action Doctrine in EC and US Law; Art 86(1) EC and the contribution of the European Courts; the EC Liberalisation Directives (in Electronic Communications, Energy, Postal Services); Arts 86(2) and 16 EC and the provision of services of general interest; the proposed Directive on Services of General Economic Interest (2) State Aid: definition; procedure; enforcement by Commission and by private litigation; State Aids and Services of General Economic Interest; State Aid and EC Industrial Policy.

Teaching: 12 two-hour seminars.

Reading list: For introductory reading see: Arnull *et al*, *Wyatt and Dashwood's European Union Law*, 4th edn, chs 24 and 25 (2000); Buenida Sierra, *Exclusive Rights and State Monopolies under EC Law* (2000); Geradin (Ed), *The Liberalisation of State Monopolies in the European Union and Beyond* (2000); Quigley & Collins, *EC State Aid Law and Policy* (2003). Specific reading lists will be available for each seminar topic.

Assessment: A two-hour examination (100%).

LL4B4 Half Unit**Competition Law in an International Context**

This information is for the 2004/05 session.

Teachers responsible: Ms Imelda Maher, A472 and Mr Giorgio Monti, A362

Availability: LLM, MSc Regulation, MSc Development Studies.

Core syllabus: Competition law, theory and policy in the context of globalisation and international trade.

Content: Models of competition regulation (US/EC): characteristics of competition agencies; key policy concerns; differing responses to state market activity (eg EC, Australia, UK). Competition law and international trade. Competition law and liberalisation. Competition law, consumers and civil society. Theories of competition.

Responses to international competition: extra-territoriality and the effects doctrine, anti-dumping and export cartels.

Procedural co-ordination at the international level: bi- tri- and multilateral treaties. EU co-operation on enforcement.

Co-ordination on substantive competition law and policy: OECD guidelines on hard-core cartels. UNCTAD and multilateral cooperation in competition. The International Competition Network.

Competition laws within the context of regional agreements: EU, MERCOSUR, NAFTA.

Competition policy and the WTO: Doha, Singapore Working Group. Competition law in developing economies.

International cartels and international mergers - case study of GE/Honeywell.

Teaching: One two-hour seminar each week.

Reading list: Amato, *Antitrust and the Bounds of Power* (Hart, 1997); Doern & Wilks (Eds), *Comparative Competition Policy* (OUP, 1996); Y-C Chao, G San, C Lo & J Ho (Eds), *International and Comparative Competition Laws and Policies* (2001); R Zach (Ed), *Towards WTO Competition Rules* (1999); M R Joelson, *An International Antitrust Primer* (2nd edn, 2001). See also H Ullrich (Ed), *Comparative Competition Law: Approaching an International System of Antitrust Law* (Nomos, 1998); F M Scherer, *Competition Policies for an Integrated World Economy* (Brookings Institute, 1994).

Assessment: One two-hour examination worth 100%.

LL4B5**Internet and New Media Law**

This information is for the 2004/05 session.

Teacher responsible: Mr A Murray, A473

Availability: For LLM students only. All other students should take option LL421. Please note that students undertaking this course can not also undertake LL421.

Core syllabus: The course provides an introduction to current issues in the legal regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures and systems which control Internet navigation and Content and carries out an advanced comparative socio-legal analysis of those structures and the regulatory regimes in relation to the Internet new media.

Content:

1. Why Study Cyberlaw?
2. Spaces and Cyberspace?
3. A Brief History of the Internet and Cyber-regulatory Theory
4. Societies, Cultures and Cybersociety?
5. A review of Lawrence Lessig's 'modalities of regulation' model of Cyber-regulation?
6. Architecture - Internet Structure and Regulatory Bodies?
7. Market Controls - Allocating bandwidth in 3G telecommunications
8. Social and Cultural Controls - Community Based Regulation
9. Law as Command - Hierarchical Controls
10. Advanced Architecture - Domain Names, Meta Tags and Search Engines
11. Advanced Architecture - Spectrum Scarcity
12. Advanced Market Controls - The Digital Divide
13. Advanced Social and Cultural Controls - Underground Communities
14. Advanced Social and Cultural Controls - File Sharing Communities
15. Advanced Law as Command - Jurisdiction and Enforcement
16. Advanced Law as Command - 3G Mobile Content
17. Advanced Law as Command - Conditional Access in Digital Broadcasting
18. Human Rights I - Monitoring
19. Human Rights II - Digital Censorship
20. The Future and the Commons

Teaching: 22 weekly two-hour seminars in a student-led discussion or debate format. Some guest speakers where appropriate.

Preliminary reading: Sommer, 'Against Cyberlaw', 15 *Berkeley Technology Law Journal* (2000) available at www.law.berkeley.edu/journals/btlj/articles/vol15/sommer/sommer.html; Lessig, 'The Law of the Horse: What Cyberlaw Might Teach', 113 *Harvard Law Review*, 501 (1999); Lessig, *Code and Other Laws of Cyberspace* (Chs 6 & 7, Basic Books, New York, 1998).

Reading list: L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, New York, 1998); L Lessig, *The Future of Ideas: The Fate of the Commons in a Connected World* (Random House, New York, 2001); S Biegel, *Beyond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace* (MIT Press, 2001); C Sunstein, *Republic.com* (Princeton University Press, 2001); R Mansell & E Steinmuller, *Mobilizing the Information Society* (OUP, 2002); M Castells, *The Internet Galaxy* (OUP, 2001); E Dyson, *Release 2.1: A Design for Living in a Digital Age* (Broadway Books, New York, 1998); N Negroponte, *Being Digital* (Vintage Books, New York, 1998); W Gates, *The Road Ahead* (Penguin, 1996); W Gates, *Business @ the Speed of Thought* (Penguin, 2000); Y Akdeniz, C Walker & D Wall (Eds), *The Internet, Law and Society* (Longman, 2000); L Edwards (Ed), *The New Legal Framework for E-Commerce in Europe* (Hart, 2004); M Klang & A Murray (Eds), *Human Rights in the Digital Age* (Cavendish 2004); C Reed & J Angel (Eds), *Computer Law* (Blackstone Press, 2000); I Lloyd, *Information Technology Law* (3rd edn, Sweet & Maxwell, 2000).

Assessment: The course will be assessed by means of a formal three-hour unseen examination paper.

LL4B6**Human Rights in the United Kingdom: Theory, Law and Practice**

This information is for the 2004/05 session.

Teachers responsible: Professor C Gearty, Z127; Professor H Collins, A342 and Dr K Malleson, A357

Availability: For LLM students and other Master's level students with permission.

Content: This course will be made up of a review of the theory, practice and history of human rights (term one) with a detailed study of the UL Human Rights Act (terms two and three). The origins and development of human rights will be explained, tracing the concept from its pre-Enlightenment days through the 18th and 19th Century to the explosion in the use of rights-language that followed the Second World War. The relationship between human rights and other analogous concepts such as civil rights, civil liberties and justice will be closely considered as will the connection between civil and political rights on the one hand and social and economic rights on the other. In the second term, the origins and the political background to the UK Human Rights Act 1998 will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. In term three, the practical application of the Act will be considered in a number of different legal contexts.

Teaching: One two-hour seminar per week in each term of the academic year.

Reading list: Reliance will be placed on C A Gearty, *Principles of Human Rights Adjudication*.

Assessment: Three-hour examination.

LL4B7 Half Unit**The European Company and Cross-border Mergers in Europe**

This information is for the 2004/05 session.

Teachers responsible: Professor J Rickford and Professor P L Davies, A457
Availability: For LLM and MSc in Law and Accounting Students.

Core syllabus: This course will focus on the development of Community legal rules which facilitate the promotion of cross border business activity through the corporate form. The adoption of the European Company statute and accompanying Directive on employee involvement in 2001 is an important expression of such a Community policy and its analysis will be a central feature of the course. However, students on the course will also study the development of the proposed Community Directives on cross-border mergers and the transfer of a company's seat, as well as the application to companies of the Treaty provisions on freedom of establishment.

Content:

1. Freedom of association as a fundamental freedom in the EC Treaty and its application to companies and the case-law of the European Court of Justice in this area. Opportunities for regulatory competition or arbitrage among the Member States of the European Union.
2. The history of proposals for a European Company. The distinction between matters governed by Community law and those governed by the law of the Member State of registration. Options for the Member States when implementing Community law.
3. Methods of formation of the European Company. Choice between one-tier and two-tier boards. Employee involvement, within and without the corporate structure. Location and transfer of the European Company' seat. Taxation of the European Company.
4. Adaptation by Community law of Member States' merger procedures, especially the draft 10th Directive. Alternative forms of company restructuring.
5. Private international law rules on the connection between a company and a state: incorporation and real seat theories. Community law and the transfer of a company's seat, notably the proposed 14th Directive.

Teaching: 10 two-hour seminars in either MT or LT.

Reading list: A full reading list will be distributed at the beginning of the course. Background material can be found in J Rickford (Ed), *The European Company* (2003); V Edwards, *EC Company Law* (1999); G Ferrarini, K Hopt & E Wymeersch (Eds), *Capital Markets in the Age of the Euro*, Part VII (2002).

Assessment: By means of a two-hour, two question examination.

LL4B8 Half Unit**Environmental Protection in the European Union: Law and Policy Developments**

This information is for the 2004/05 session.

Teacher responsible: Veerle Heyvaert, A539

Availability: This course is optional for LLM; other graduate studies with an interest in Europe and/or the environment are welcome.

Core syllabus: The aim of the course is to explore and critically assess, from an interdisciplinary perspective, the contributions made to environmental protection through European Union and international law. **Content:** The course will address (i) the development and application of supranational environmental philosophies and legal principles; (ii) environmental regulation, paying particular attention to the role of EU institutions in the development and introduction of new approaches to environmental regulation, including economic instruments and managerial styles of regulation; (iii) issues of national implementation and enforcement of environmental standards; (iv) trade and the environment in a liberal economy; (v) international treaty negotiations and EU external relations; and (vi) globalisation and environmental citizenship. These topics will be analysed and illustrated through the study of a range of EU and international policy areas, such as the resolution of trade and environmental disputes, the regulation of hazardous chemicals, the adoption of harmonised permitting schemes for integrated pollution prevention and control, access to environmental information and participation in decision-making, and the regulations of GMOs.

Teaching: 12 two-hour weekly seminars.

Reading list: Students will receive a detailed Reading list for each topic. Good reference books include L Kramer, *European Community Environmental Law* (2000); J Jans, *European Environmental Law* (2000). Some general introductory reading: R Revesz, *Foundations of Environmental Law and Policy* (1997); M Hajer, *The Politics of Environmental Discourse* (1995); Golub, *Global Competition and EU Environmental Policy* (1998); Revesz, Sands & Stewart, *Environmental Law, the Economy, and Sustainable Development* (2000).

Assessment: This subject is examined by one two-hour paper.

MA401 Half Unit**Computational Learning Theory and Neural Networks**

This information is for the 2004/05 session.

Teacher responsible: Dr M Anthony, B409

Availability: This course is primarily intended for students taking MSc Applicable Mathematics. It may also be taken by other students having a suitable mathematical background.

Core syllabus: This course uses mathematical techniques (including probability theory, discrete mathematics and computational complexity) to analyse the representational and learning properties of artificial neural networks and other machine learning systems (including classes of Boolean functions).

Content: The key topics to be covered are: Neural networks and other learning systems; Boolean functions; A framework for supervised learning; Probabilistic modelling of learning; Consistent algorithms, sample error minimisation algorithms and learnability; The VC-dimension and the sample complexity of learning; Computational complexity of learning; The complexity of neural network learning. Other topics may be explored, if time permits.

For further information see www.maths.lse.ac.uk/Courses/MA401/

Teaching: 20 lectures in MT and nine classes.

Reading list: Summary lecture notes and research papers will be distributed. The most useful books are the following: Martin Anthony & Norman L Biggs, *Computational Learning Theory: An Introduction*, Cambridge (1992); Martin Anthony & Peter L Bartlett, *Neural Network Learning: Theoretical Foundations*, Cambridge University Press (1999); Michael J Kearns & Umesh Vazirani, *Introduction to Computational Learning Theory*, MIT Press (1995); Martin Anthony, *Discrete Mathematics of Neural Networks: Selected Topics*, SIAM (2001).

Assessment: A two-hour written examination in the ST (90%) and one piece of assessed coursework (10%).

MA402 Half Unit**Game Theory I**

This information is for the 2004/05 session.

Teacher responsible: Dr Bernhard von Stengel, B408

Availability: This course is available to students on MSc Applicable Mathematics and MSc Decision Sciences. Students from other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre requisites: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107) and some knowledge of probability. It is not available to students who have taken **Game Theory** (MA300) or **Game Theory I** (MA301).

Core syllabus: The theory of games and its applications in economics.

Content: Game trees with perfect information, NIM. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining.

Teaching: The lecture course MA300.1 **Game Theory I** consisting of two lectures a week and classes MA402.1A in the MT. Revision lectures will be arranged in the ST.

Written work: Weekly exercises are set and marked.

Reading list: The text is K G Binmore, *Fun and Games*.

Assessment: There will be a two-hour written examination in the Summer term.

MA407 Half Unit**Algorithms and Computation**

This information is for the 2004/05 session.

Teacher responsible: Dr Bernhard von Stengel, B408

Availability: This course is compulsory for the MSc in Applicable Mathematics. Students from other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre requisites: Good general knowledge of mathematics, including familiarity with abstract concepts, and a willingness to cope with technical details of computer usage. No previous programming experience is required.

Core syllabus: Introduction to programming, data structures and the theory of algorithms.

Content: Programming in Java. Data structures; including stacks, linked lists and tables. Sorting and searching. Running times; order of functions. Graph algorithms. Time permitting: basics of numerical computing, including rounding errors and error propagation. For further information see: www.maths.lse.ac.uk/Courses/ma407.html

Teaching: 20 lectures (MA407) in MT, 10 classes (MA407.A), and occasional computer help sessions.

Written work: Weekly exercises are set and marked. Many of these will require implementation of programming exercises in Java.

Reading list: T H Cormen, C E Leiserson & R L Rivest, *Introduction to Algorithms*; D Flanagan, *Java in a Nutshell*.

Assessment: The course is examined by projects and a written

examination as follows: 10% for a first short programming project around the middle of the MT; 20% for a second larger programming project at the end of the MT; 70% for a two-hour written examination in the ST.

MA408 Half Unit

Discrete Mathematics and Complexity

This information is for the 2004/05 session.

Teacher responsible: Dr Jan van den Heuvel, B410

Availability: The course is intended for students taking the MSc in Applicable Mathematics. Students on other MSc programmes may take the course subject to the approval of the Programme Tutor and the Lecturer.

Pre requisites: Students should have taken the course MA407

Algorithms and Computation or an equivalent course to provide a basic knowledge of algorithms and programming, and should have experience with proofs and proof techniques used in pure mathematics.

Core syllabus: The first part of this course covers some basic parts of discrete mathematics, with emphasis on their algorithmic aspects. In this part the problems considered can be solved by algorithms whose running time is a polynomial function of the size of the input. The second part is concerned with the idea of effective computability, and the identification of problems that (apparently) cannot be solved in polynomial time.

Content: Brief review of graph-theoretic terminology. Edge-colourings, matchings, Hall's Theorem. Network flows, the max-flow min-cut theorem, and its algorithmic version. Fundamental ideas about computability, Turing machines, the halting problem. Polynomial time, non-deterministic polynomial time, NP-complete and NP-hard problems. Intractable problems and randomised algorithms.

Teaching: 20 lectures and 10 classes in the LT.

Recommended reading: N L Biggs, *Discrete Mathematics*, Oxford University Press; T H Cormen, C E Leiserson & R Rivest, *Introduction to Algorithms*, Cambridge University Press; R Diestel, *Graph Theory*, Springer; H S Wilf, *Algorithms and Complexity*, Prentice Hall; R Motwani & P Raghavan, *Randomised Algorithms*, Cambridge University Press; **Assessment:** One assessed coursework (10%) and a two-hour examination in the ST (90%).

MA409 Half Unit

Continuous-Time Optimisation

This information is for the 2004/05 session.

Teacher responsible: Dr A Ostaszewski, B406

Availability: Intended for students on the MSc Applicable Mathematics, and other suitably qualified students.

Pre requisites: Students should have attended a course in Mathematical Methods, similar to MA200 **Further Mathematical Methods (Calculus)**, and should have experience with proofs and proof techniques used in pure mathematics.

Core syllabus: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty.

Content: Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions (Fields of extremals, Hilbert's invariant integral, the Jacobi condition). Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Singular control. Dynamical programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. Verification lemma. Applications to Economics and Finance: Economic Growth models; Consumption and investment, Optimal Abandonment. If time allows: Black-Scholes model.

Teaching: 20 lectures and 10 classes in LT. Revision lectures will be arranged in the ST.

Reading list: A full set of lecture notes will be provided. Reference will be made to the following books: E R Pinch, *Optimal Control and the Calculus of Variations*, Oxford Science Publications; G Leitmann, *Calculus of Variations and Optimal Control*, Plenum; A K Dixit & R S Pindyck, *Investment under Uncertainty*, Princeton University Press; D Duffie, *Security Markets*, Academic Press; D J Bell & D H Jacobsen, *Singular Optimal Control*, Academic Press; G Hadley & M G Kemp, *Variational Methods in Economics*, North Holland.

Assessment: There will be a two-hour written examination in the ST.

MA410 Half Unit

Information, Communication and Cryptography

This information is for the 2004/05 session.

Teacher responsible: Professor N L Biggs, B412

Availability: The course is primarily intended for students taking the MSc in Applicable Mathematics. Students on other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre requisites: Students should have taken the course MA407

Algorithms and Computation or an equivalent course.

Core syllabus: This course provides an introduction, for students with a

mathematical background, to the applications of mathematics in information theory, coding theory, cryptography, and related areas.

Content: The course will cover mathematical aspects of the following topics: Noiseless coding, the Kraft-McMillan criterion, optimal coding, entropy, Shannon's first theorem; Noisy channels, capacity, system entropy, outline proof of Shannon's fundamental theorem; Error-correcting codes, decoding rules, bounds, construction and properties of linear and cyclic codes; Structure of natural languages, redundancy, the frequency table, making and breaking cryptosystems, historic examples; Public-key cryptography, complexity issues, the RSA system, discussion of the current security situation.

Teaching: 20 lectures and 10 classes in the LT.

Reading list: G A Jones & J M Jones, *Information and Coding Theory*; C M Goldie & R G E Pinch, *Communication Theory*; D J A Welsh, *Codes and Cryptography*; P Garrett, *Making and Breaking Codes*.

Assessment: One assessed coursework counting for 10%; two-hour written examination in the ST (90%).

MA411 Half Unit

Probability and Measure

This information is for the 2004/05 session.

Teacher responsible: Dr M Luczak, B411

Availability: Intended for students on the MSc Applicable Mathematics, and other suitably qualified students.

Pre requisites: Some background in pure mathematics is essential.

Core syllabus: The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

Content: The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Martingales. Stochastic processes. Brownian motion. The Itô integral.

Teaching: 20 lectures and 10 classes in the MT.

Reading list: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, *A First Look at Rigorous Probability Theory*; G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*; N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*.

Assessment: Two-hour written examination in the ST.

MA498

Dissertation in Mathematics

This information is for the 2004/05 session.

Teacher responsible: Professor S Alpern, B407, other members of the Mathematics Department

Availability: MSc Applicable Mathematics only, except by special arrangement.

Core syllabus: A substantial project as an introduction to mathematical research methods.

Content: The student will investigate and write a report on an area of mathematical research, or on the application of advanced mathematical techniques. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: There will be a series of eight one-hour seminars, mostly in the LT, covering research methods and preparation of reports, as well as giving extra information about some or all of the proposed projects. In addition, each student will be assigned a supervisor who will monitor progress on a continuing basis and provide appropriate guidance.

Reading list: Detailed suggestions for reading will be provided by the supervisor.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by September 1st. (The report may include some software relating to the project.)

MC400

Theories and Concepts in Media and Communications (Power and Processes)

This information is for the 2004/05 session.

Teacher responsible: Dr Margaret Scammell, S213 and others

Availability: Available primarily for students taking the MSc Media and Communications. Students on degrees other than media and communications programmes may only attend subject to numbers, their own degree regulations and with the permission of the Teacher responsible.

Core syllabus: This course is the core theoretical and conceptual course for students studying media and communications and it takes a social science perspective on a range of issues in media and communications.

Content: An interdisciplinary, theoretical course, covering selected topics in contemporary media and communications research and addressing key concepts and debates at an advanced level. Topics will normally be chosen

from among the following: traditions, concepts and debates in media and communications research, theories of media, society and power, media meanings and representations, media and cultural processes, media and identity, the influence of the media, media and development, globalisation, public opinion, public sphere, social aspects of emerging media and communication technologies.

Teaching: Lectures: one-and-a-half hours x 20 MT and LT; Seminars: one-hour x 20 MT and LT.

Written work: A 5,000 word (formally assessed) written assignment is required plus additional coursework as set.

Reading list: N Abercrombie, *Television and Society*, Polity Press, 1996; N Couldry, *The Place of Media Power: Pilgrims and Witnesses of the Media Age*, Routledge, 2000; J Curran & M Gurevitch (Eds), *Mass media and society* (3rd edn), Edward Arnold, 2000; J Curran & J Seaton, *Power Without Responsibility*, Routledge, 1997; P Dahlgren, *Television and the Public Sphere: Citizenship, Democracy and the Media*, Sage, 1995; R Collins, J Curran, N Garnham, P Scannell, P Schlesinger & C Sparks (Eds), *Media, culture and society: A critical reader*, Sage, 1986; J Fiske, *Television culture*, Methuen, 1987; M R Levy & M Gurevitch, *Defining media studies*, OUP, 1994; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2000; O Boyd-Barrett & C Newbold, *Approaches to media: A reader*, Arnold, 1995; R Silverstone, *Why study the media*, Sage, 1999; J Thompson, *The media and modernity*, Polity, 1995; F Webster, *Culture and Politics in the Information Age*, Routledge, 2000. A number of more specialist texts will also be recommended.

Assessment:

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. A written assignment of not more than 5,000 words (50%).

MC401 Half Unit

Citizenship and the Media

This information is for the 2004/05 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The object of this course will be to examine the mainstream-as well as alternative-media social structures of communication from the perspective of their relationship to democratic citizenship. It will concentrate on examples from all over the world, relating to different political systems, as well as media contexts.

Content: Topics include: notions of citizenship, civil society and the public sphere, models of public information and propaganda, deliberative democracy: televised debates and polling, public broadcasting and the roles of the media professional, participation of citizens in mainstream and alternative media, the information society and democracy, linking informal and formal democratic processes.

Teaching: Lecture/seminar (two-hours) x 10 MT.

Written work: 3,000 word (formally assessed) written assignment is required.

Reading list: P Dahlgren & C Sparks (Eds), *Communication and Citizenship: Journalism and the public sphere*, Routledge, 1993; J Keane, *The Media and Democracy*, Polity Press, 1991; N Couldry & J Curran (Eds), *Contesting MediaPower*, Boulder, Rowman & Littlefield, 2003; B Axford & R Huggins, *New Media and Politics*, Sage, 2000; F Webster (Ed), *Culture and Politics in the Information Age, A New Politics?* Routledge, 2001.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

MC402 Half Unit

The Audience in Media and Communications

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc Organisational and Social Psychology, MSc Media and Communications and MSc Media and Communications (Research). Students on degrees without a media and communications or social psychology component may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Core syllabus: This course examines a variety of social, cultural and psychological issues as they relate to the television audience.

Content: The analysis of the television audience. The active and critical audience. Comprehension and interpretation of texts by readers. Empirical research on audience reception, focussing on specific genres such as the audience discussion programme and the soap opera. Issues of gender, class and culture in audience interpretation. Methods of studying audiences. The shift from mass communication to interactive media. Developing models of communication and the future of audience research.

Teaching: Lectures (one-hour) x 10 MT; Seminar (one-hour) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: S M Livingstone, *Making Sense of Television*, Routledge, 1998; J Fiske, *Television Culture*, Routledge, 1987; T Liebes & E Katz, *The Export of Meaning*, Polity, 1995; D Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992; N Abercrombie & B Longhurst, *Audiences: A Sociological Theory of Performance and Imagination*, Sage, 1998. A number of more specialised texts will also be recommended.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

MC403 Half Unit

Contemporary Issues in Media Policy

This information is for the 2004/05 session.

Teachers responsible: Dr Gordon Gow, S211 and Dr Damian Tambini

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: An introduction to contemporary issues in media and communication policy and to concepts relevant to their understanding.

Content: Introduction: history of public service broadcasting and the public sphere; the market and competition; the information society; new communications technologies and convergence; the radio spectrum; globalisation and media imperialism.

Teaching: Lecture/seminar (two-hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: A Reading list will be provided for each topic. General works relevant to the course include: R Collins & C Murrone, *New Media New Policies*, Polity, 1996; I de Sola Pool, *Technologies of Freedom*, Belknap, 1983; T O'Malley & C Soley, *Regulating the Press*, Pluto Press, 2000; N Garnham, *Capitalism and Communications*, Sage, 1990; M E Price & M Thompson, *Forging Peace*, Edinburgh University Press, 2002; Department for Culture, Media and Sport/Department of Trade and Industry, White Paper, *A New Future for Communications*, 2000; H Tumber (Ed), *Media Power, Professionals and Policies*, Routledge, 2000.

Journals such as *Media Culture and Society*, *New Media and Society*, *Info and Telecommunications Policy*. The European Information Society portal http://europa.eu.int/information_society/index.htm, as well as the OECD, OfCOM, and BBC websites.

Assessment: 1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC404 Half Unit

Political Communication

This information is for the 2004/05 session.

Teacher responsible: Dr Margaret Scammell, S213

Availability: Available primarily for MSc students taking Media and Communications programmes, and the MSc Social and Public Communication. Other suitably qualified students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to examine the relationship between the mass media and political processes.

Content: Critical review of key aspects of contemporary theory and research in political communications. This course examines a range of interconnected issues concerning the politics/mass media relationship: media and political influence, theories of democracy and the media, civic communication and the public sphere, political marketing, news management and political reporting, the 'crisis' of current civic communications and prospects for the future in a world of increasing information abundance.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: M Schudson, *The Power of News*, Harvard University Press, 1995; J Eldridge, *Getting the Message: News, Truth and Power*, Routledge, 1993; D Graber, D McQuail & P Norris (Eds), *The Politics of News and the News of Politics*, Congressional Quarterly, 1998; M Scammell, *Designer Politics*, Macmillan, 1995; S Iyengar & R Reeves (Eds), *Do the Media Govern?*, 1997; W L Bennett & R Entman (Eds), *Mediated Politics*, Cambridge University Press, 2001; J Lichtenberg (Ed), *Mass Media and Democracy*, Cambridge University Press, 1991; D Swanson & P Mancini, *Politics, Media and Modern Democracy*, Praeger, 1996; M Scammell & H Semetko (Eds), *Media, Journalism and Democracy*, Ashgate, 2000.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice

- of five (50%).
2. A written assignment of not more than 3,000 words (50%).

MC405 Half Unit Current Issues in Media and Communications This information is for the 2004/05 session.

Teacher responsible: Dr Gerry Power
Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: This course focuses on a range of issues that are central to developments in the field of global media and communications, with a particular emphasis on Internet development. Methodological issues are emphasised particularly in relation to undertaking research in virtual and off-line environments. It has three objectives: to explore the research challenges posed by global media, new technologies and their applications; to explain how research methods can be applied and adapted; to illustrate the application of new research approaches to a range of global media services throughout the world.

Teaching: Lecture (one-hour) x 10 MT; Seminar (one-hour) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: Caire Hewson, Peter Yule, Dianna Laurent & Carl Vogel, *Internet Research Methods: A practical guide for the social and behavioural sciences*, Sage (2003); Martin Lister, Jon Dovey, Seth Giddens, Iain Grant & Kieran Kelly, *New Media: A Critical Introduction*, Routledge (2003); Jakob Nielsen, *Designing Web Usability: The Practice of Simplicity*, New (1999); Manfreda Riders, Lozar Katja, Zenal Batageli & Vasja Vehovar, *Design of Web Survey Questionnaires: Three Basic Experiments*, *Journal of Computer Mediated Communication*, Vol 7, No 3 (April) (2002); Barry Wellman & Caroline Haythornthwaite (Eds), *The Internet in Everyday Life*, Blackwell Publishing (2002).

Assigned reading will also include up-to-date articles from academic journals, trade publications and the Internet.

Assessment: 1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC406 The Media Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor Robin Mansell, S107

Availability: Compulsory for students on the MSc Media and Communications programme. Students on the MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications Regulation and Policy and MSc New Media Information and Society are strongly encouraged to attend.

Core syllabus: A seminar series which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry.

Content: This is an invited speaker series. Speakers will normally include a mix of practitioners, regulators, journalists, and other media professionals working within the London area. The purpose of the seminar is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing those practitioners.

Teaching: 10 x one-hour sessions during MT and LT.

Assessment: The course is an additional, non-assessed lecture programme. It is therefore not one of the units taken as part of the degree programme, but is a compulsory seminar to accompany and complement the MSc Media and Communications programme.

MC407 Half Unit Alternative and Community Media: History, theory and politics

This information is for the 2004/05 session.

Teacher responsible: Peter Lewis, S104

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Core syllabus: The course will examine the concepts of alternative and community media and situate them within a theoretical framework. The history of such media will be reviewed and some case-studies analysed. The course will end with a discussion of the politics of alternative and community media in relation to international communication policy (WSIS), the anti-globalisation movement and other political and policy processes globally.

Content: As an introduction, some definitions will be established and theoretical perspectives relating to alternative and community reviewed.

The first part of the course will then consider the history and growth of alternative media around the world, taking examples from North America, Latin America, Europe, Africa and South Asia; the course will consider a range of media (including film, video, street theatre and others), but with an important emphasis on radio, especially community radio. The second part of the course will discuss World Summit on the Information Society (WSIS) and current policy debates alongside a consideration of communities, globalisation and the Internet. Contemporary case-studies in Africa and South-Asia, illustrating the use of convergent technology in community settings for poverty reduction, will be examined.

Teaching: Lecture/seminar (two-hours) x 10 LT

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: C Atton, *Alternative Media: Media, Culture and Society*, Vol 25, No 5, 2003; N Couldry (Ed with J Curran), *Contesting Media Power: Alternative Media in a Networked World*; J Downing, *Radical Media: Rebellious Communication and Social Movements*; B Girard, *A Passion for Radio*; A Gumucio Dagron, *Making Waves: Stories of Participatory Communication for Social Change*; N Jankowski, *Community Media in the Information Age: Perspectives and Prospects*; P Lewis, *Alternative Media: Linking Global and Local*; D Miller and D Slater, *The Internet: an Ethnographic Approach*; C Rodriguez, *Fissures in the Mediascape*; J Servaes, *The European Information Society: a Reality Check*; R Silverstone, *Why Study the Media?* Sage, 1999.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC408 Half Unit Theories and Concepts in Media and Communications (Media and Power)

This information is for the 2004/05 session.

Teacher responsible: Dr Margaret Scammell, S213

Availability: This is a core course for students taking the following programmes: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications Regulation and Policy and MSc New Media, Information and Society. It is also open to other appropriately qualified students with the agreement of the course convenor.

Core syllabus: This course is primarily intended as a core course for students on the above programmes. It addresses key theoretical and conceptual issues in the field of media and communications, taking an interdisciplinary social science perspective, with the focus centrally on issues of media power.

Content: Beginning with a broad introduction to theories and concepts in the field of media and communication, the course addresses a series of debates centred on the media and power, locating these in their historical and cultural perspective. The aim of the course is to enable students to develop their understanding, and formulate critical appraisals, of the relation between media and power at the level of institutions, culture and social processes. The course encompasses a selection of issues at an advanced level, relating media and communications to such topics as political economy, the culture industries, the public sphere, public opinion, regulation, impacts and influence.

Teaching: Lectures: 10 x one-and-a-half hours (MT); Seminars: 10 x one-hour (MT).

Written work: A 3,000 word (formally assessed) written assignment is required, plus additional coursework as set.

Reading list: N Abercrombie, *Television and Society*, Polity Press, 1996; O Boyd-Barrett & C Newbold (eds), *Approaches to Media: A Reader*, Arnold, 1995; N Couldry, *The Place of Media Power: Pilgrims and Witnesses of the Media Age*, Routledge, 2000; D Crowley & D Mitchell (Eds), *Communication Theory Today*, Polity Press, 1994; J Curran & M Gurevitch, *Mass Media and Society* (3rd edn), Arnold, 2000; J Curran & J Seaton, *Power Without Responsibility*, Routledge, 1997; P Dahlgren, *Television and the Public Sphere: Citizenship, Democracy and the Media*, Sage, 1995; N Garnham, *Emancipation, the Media, and Modernity*, Oxford University Press, 2000; S Herbst, *Reading Public Opinion: How Political Actors View the Democratic Process*, University of Chicago Press, 1998; S Livingstone, *Making Sense of Television* (2nd edn), Routledge, 1998; H Mackay & T O'Sullivan (Eds), *The Media Reader: Continuity and Transformation*, Sage, 1999; R Mansell & W E Steinnmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2000; M Scammell & H Semetko, *Media, Journalism and Democracy: A Reader*, Ashgate, Aldershot and Dartmouth, 2000; M Schudson, *The Power of News*, Harvard University Press, 1995; J Shanahan & M Morgan, *Television and its Viewers: Cultivation Theory and Research*, Cambridge University Press, 1999; R Silverstone, *Why Study the Media?*, Sage, 1999; J B Thompson, *The Media and Modernity: A social theory of the media*, Cambridge: Polity, 1995; F Webster, *Culture and Politics in the Information Age*, Routledge, 2001.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice

of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC409 Half Unit Media, Technology and Everyday Life This information is for the 2004/05 session.

Teacher responsible: Dr Leslie Haddon

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Content: Through historical and contemporary examples, the course aims to explore how the information and communication technologies encountered in everyday life are socially shaped, re-shaped, experienced and consumed. Major theoretical approaches to the study of these information and communication technologies are considered, as are the many and varied debates about their consequences and significance. Key concerns are the role of information and communication technologies in shaping orientations in time and space, and in experiences of home and community.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: L Spiegel, *Make Room for TV: Television and the Family Ideal in Postwar America*, University of Chicago Press, 1992; R Silverstone, *Television and Everyday Life*, Routledge, 1994; R Silverstone & E Hirsch, (Eds), *Consuming Technologies*, Sage, 1992; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, OUP, 1996; A Feenberg, *Questioning Technology*, Routledge, 2000; W Dutton (Ed), *Society on the Line: Information Politics in the Digital Age*, OUP, 1999; K Robins & F Webster, *Times of the Technoculture*, Routledge, 1999.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC410 Half Unit Not available in 2004/05 Globalization, Regulation and Public Policy This information is for the 2004/05 session.

Teacher responsible: Professor Roger Silverstone, S102

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of the course is to provide students with an advanced understanding of comparative law and policy approaches, including constitutional, regulatory and statutory schemes, to the changing media. The comparative approach to communications law and policy will draw lines between different episodes and different contexts to identify emerging tendencies.

Content: Courses are organised into thematic sections, and will address the intersections between globalisation, technology, regulation and public policy: Introduction; Internet Governance; Public Policy and Regulatory Concerns of the Internet; Internet and E-Commerce; Institutional and Regulatory Adjustment to Digital; Regulation of Satellite Content; Redefinition of International Broadcasting; Regulatory and Policy Approaches to Diasporic Communications; International Communications Regulation Challenged; Information Intervention in Conflict Zones and the International Community.

Teaching: Lecture/seminar (two-hours) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: K W Grewlich, *Governance in "Cyberspace". Access and Public Interest in Global Communications*, Kluwer Law International, 1999; L Hitchens (ed), "Communications Regulation - New Patterns and Problems" (Special Feature), *The Journal of Information, Law and Technology*, Issue Three, 1997; David R Johnson & David G Post, *Law and Borders - The Rise of Law in Cyberspace*, Stanford Law Review, 1996; L Lessig, *Code and other Laws of Cyberspace*, Basic Books, 1999; D A Levy, *Europe's digital revolution: broadcasting regulation, the EU and the nation state*, Routledge, 1999; C Marsden & S Verhulst, *Convergence in European Digital TV Regulation*, Blackstone Publishers, 1999; Jamie F Metz, *Information Intervention: When Switching Channels Isn't Enough*, Foreign Affairs, 1997; E Olechowska & H Aster, (eds), *Challenges for International Broadcasting: New Tools, New Skills, New Horizons*, Mosaic Press, 1999; M Price & S Verhulst, 'The Concept of Self Regulation and the Internet' in J Waltermann & M Machill (eds), *Protecting our Children on the Internet: Towards a New Culture of Responsibility*, Bertelsmann Foundation Publishers, 1999; S Verhulst, *Diasporic Communications, Technologies and Regulations*, Special Issue, *Javnost-ThePublic*, 1999.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC411 Half Unit Media and Globalization This information is for the 2004/05 session.

Teacher responsible: Dr Terhi Rantanen, S113

Availability: Compulsory for students taking the MSc Global Media and Communications and available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers (this course is capped at 60 students), their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media.

Content: Introduction, Theorizing Globalisation and Media: Mediated Globalisation, History of Mediated Globalisation; Time, Place and Space; Global Media Actors: Americanisation and Cultural Imperialism; Hybridisation, Localization and Resistance; Global, National and Local Audiences; Diasporic Communication; Cosmopolitanism: From Global Village to Global City?; Course Review.

Teaching: Lecture (one-hour) x 10 MT; Seminar (one-hour) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment.

Reading list: A reading list will be provided for each topic. General works relevant to the course include: U Beck, *What is Globalization?*, Polity Press, 2000; O Boyd-Barrett & T Rantanen (Eds), *The Globalization of News*, Sage, 1998; A Giddens, *The Consequences of Modernity*, Polity Press, 1990; M Featherstone, S Lash & R Robertson (Eds), *Global Modernities*, Sage, 1995; E Herman & R W McChesney, *The Global Media*, Cassell, 1997; J Lull, *Media, Communication, Culture: A global approach* (2nd edn), Cambridge: Polity Press, 2000; A Sreberny-Mohammadi et al (Eds), *Media in Global Context*, Arnold, 1997; D K Thussu (Ed), *Electronic Empires*, Arnold, 1998; J Tomlinson, *Globalization and Culture*, Cambridge: Polity Press, 1999.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (40%).

3. Active participation in on-line discussions (10%).

MC412 Half Unit Media, Ritual and Public Life

This information is for the 2004/05 session.

Teacher responsible: Dr Nick Couldry, S216

Availability: Available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Core syllabus: The aim of this course is to explore how the media operate as a focus of ritual action, symbolic hierarchies, and symbolic conflict, introducing a range of relevant theoretical perspectives and applying them to specific themes from public life.

Content: The course begins with a general introduction to debates on the media's social impacts (integrative or otherwise). Key theoretical concepts are then outlined: sacred and profane, symbolic power, ritual, boundary, and liminality (two lectures). Specific themes relating to the media's contribution to public life and public space are then explored: celebrity and ordinariness; fandom and media pilgrimages; media events and public ritual; mediated self-disclosure (from talk shows to the Webcam); 'reality' television and everyday surveillance; and the media and symbolic protest (total six lectures). The course concludes with a review of ethical questions arising from the media's role in public life and public space.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: A detailed reading list will be provided for each topic. General works relevant to the course include: J Carey, *Communication as Culture*, Unwin Hyman, 1989; N Couldry, *The Place of Media Power*, Routledge, 2000; D Dayan & E Katz, *Media Events*, Harvard UP, 1992; E Durkheim, *The Elementary Forms of Religious Life*, Free Press, 1995; J Dovey, *Freakshow*, Pluto, 2000; N Gabler, *Life: The Movie*, Vintage Books, 2000; T Liebes & J Curran (Eds), *Media Ritual and Identity*, Routledge, 1998; A Melucci, *Challenging Codes*, Cambridge UP, 1996; P Scannell, *Radio, Television and Modern Life*, Blackwell, 1996; R Silverstone, *Why Study the Media?* Sage, 1999; V Turner, *Dramas, Fields and Metaphors*, Cornell UP, 1973.

Assessment:

1. A formal two hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

MC413 Half Unit**New Media, Information and Knowledge Systems**

This information is for the 2004/05 session.

Teacher responsible: Professor Robin Mansell, S107

Availability: This is a core course for students on the MSc New Media, Information and Society. It is also available as an option for students on the MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications Regulation and Policy. Other students may only attend subject to numbers (this course is capped at 45 students), their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within new media, information and knowledge systems.

Content: The course is designed to enable students to understand the interrelationships between innovations in information and communication technologies and the implications for transformations in society. The course begins from the premise that both new and old media and information and communication technologies are developed and used within an increasingly complex innovation system which has local and global dimensions. The aim of the course is to enable students to formulate critical appraisals of how the social and technical innovation systems associated with new media are creating new opportunities for individual and collective interaction. Normally, topics will encompass perspectives on innovation systems, e-services for citizens and businesses, Internet governance, intellectual property rights, policy and regulation, the Internet and the economy, and new media and social equity.

Teaching: Lecture: five x one-hour MT; five x one-hour LT; Seminar: five x one-hour MT; five x one-hour LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: N Garnham, *Emancipation, the Media and Modernity: Arguments about the Media and Social Theory*, OUP, 2000; L Lessig, *Code and Other Laws of Cyberspace*, Basic Books, 1999; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2002; R Mansell & U Wehn (Eds), *Knowledge Societies: Information Technology for Sustainable Development*, OUP, 1998; R Mansell (Ed) *Inside the Communication Revolution: Evolving Patterns of Social and Technical Interaction*, OUP, 2002; R Mansell, R Samarajiva & A Mahan (Eds), *Networking Knowledge for Information Societies: Institutions and Intervention*, Delft University Press, 2002.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

MC414 Half Unit**Communications Regulation in Theory and Practice**

This information is for the 2004/05 session.

Teacher responsible: Dr Gordon Gow, S211

Availability: Available primarily as a core course (half unit) for students taking the MSc Media and Communications Regulation and Policy, but also as an option for students taking the MSc New Media Information and Society. Other students may only attend subject to numbers (this course is capped at 45 students), their own degree regulations and the discretion of the Teachers responsible.

Core syllabus: The aim of this course is to explore communications regulation from a multidisciplinary perspective in order to consider theoretical and practical aspects of regulation and their connection to fundamental research questions in the social sciences.

Content: The first half of the course establishes connections between regulatory processes and theories from the social sciences, introducing key concepts from a range of disciplines including political theory, sociology, and economics. The second half of the course explores a number of current and emerging themes in the practice of media and communications regulation, with a specific emphasis on electronic communications and convergence.

Written work: A 3,000 word (formally assessed) written assignment is required.

Teaching: Lecture: five x one-hour MT, five x one-hour LT; Seminar five x one-hour MT, five x one-hour LT.

Reading list: A detailed reading list will be provided for each topic. General works relevant to the course include the following titles: B Compaine & S Greenstein (Eds), *Communications Policy in Transition* (MIT Press, 2001); C Hall, C Scott & C Hood, *Telecommunications Regulation: Culture, Chaos and Interdependence Inside the Regulatory Process* (Routledge, 2000); C Shapiro & H R Varian, *Information Rules: A Strategic Guide to the Network Economy* (Harvard Business School Press, 1999); E Noam, *Interconnecting the Network of Networks* (MIT Press, 2001); J Jordana, *Governing Telecommunications and the New Information Society in Europe* (Edward

Elgar, 2003); L Lessig, *Code and Other Laws of Cyberspace* (Basic Books, 1999); N Garnham, *Emancipation, The Media and Modernity* (Oxford University Press, 2000); R Mansell & R Silverstone (Eds), *Communication by Design* (Oxford University Press, 1996); R Rhodes, *Understanding Governance: Policy Networks, Reflexivity and Accountability* (Open University Press, 1997); S Benhabib, *Democracy and Difference: Contesting the Boundaries of the Political* (Princeton University Press, 1996); T Misa et al (Eds), *Modernity and Technology* (MIT Press, 2003); W Melody (Ed), *Telecom Reform* (Technical University of Denmark, 1997).

Assessment:

1. A formal two hour examination in the ST; two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

MC415**The Global Media Seminar**

This information is for the 2004/05 session.

Teacher responsible: Dr Terhi Rantanen, S113

Core syllabus: The seminar series offers students an opportunity to visit global media companies in London and to listen to invited speakers. Speakers will normally include a mix of journalists and executives working for global media companies in London. The purpose of the seminars is to relate the topics and themes on global media taught in academic courses to those faced by global media practitioners.

Content: This is a seminar series that combines global media theory and practice. Its aim is to take students to global media companies to see how they work, but also give students an opportunity to learn from global media specialists by inviting them to give talks at the School.

Availability: Compulsory for students on the MSc Global Media and Communications programme. This course is also open to students on the MSc Gender and the Media, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media, Information and Society programmes where appropriate and with agreement of the course convenor.

Teaching: Seminar: five x one-hour LT; Visits: five x one-hour LT.

Assessment: The course is an additional, non-assessed lecture programme. It is therefore not one of the units taken as part of the degree programme, but is a compulsory seminar to accompany and complement the MSc Global Media and Communications programme.

MC416 Half Unit**Globalisation, Communication and the Internet**

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: Compulsory for students taking the MSc Global Media and Communications and available primarily for MSc students taking Media and Communications programmes. Other students may only attend subject to numbers (this course is capped at 60 students), their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to offer a bridge linking theories and concepts of globalisation with the study of the Internet and its implications for social life. The course explores the relationship between processes of globalisation and the design, use and consequences of the Internet, combining micro and macro theoretical and analytical levels.

Content: Internet research and global media and communications are major contemporary debates in the field of media and communications studies. This course focuses on a range of issues that are central to both these research streams. It takes a broad exploratory view of the relationship between the Internet, its production, design and uses in a global context. Departing from traditional approaches of international communication, it introduces a conceptual framework that integrates theories of globalisation and key ideas about the salience of media and communication in this context. This framework is developed in order to enlighten and challenge current understandings of Internet and communication, globalisation and the relationship between them. The course examines issues concerning the political economy of the Internet; production of content by global media and its transformation into the Internet; Computer Mediated Communication, self and experience in everyday life; the consequences of the Internet for the changing concepts of time and space, community and connectivity, identity and self-formation; the implications of the Internet for political action and resistance processes of media consumption and the concept of audiences and for morality and ethics.

Teaching: 10 x one-hour lectures LT, 10 x one-hour seminars LT.

Written work: A 3,000-word (formally assessed) written assignment.

Reading list: Z Bauman, *Globalization: The Human Consequences*; U Beck, *What is Globalization?*; J Boli & L Sklair (Eds), *The Globalisation Reader*; M Castells, *The Internet Galaxy*; A Giddens, *The Consequences of Modernity*, Polity and Blackwell, 1990; Harvard Conference on the Internet and Society, Harvard University Press; S Jones, *Cybersociety 2.0*; B Kogut (Ed), *The Global Internet Economy*; L A Lievrouw & S Livingstone (Eds), *Handbook of New Media*; M Lister et al, *New Media: A Critical*

Introduction; J Lull, *Media, Communication, Culture: A Global Approach*; R Mansell. (Ed), *Inside the Communication Revolution*; D Miller & D Slater, *The Internet: An Ethnographic Approach*; M H Prosser & K S Sitaram (Eds), *Civic Discourses: Intercultural, International and Global Media*; R E Rice & J E Katz (Eds), *The Internet and Health Communication*; J Slevin, *The Internet and Society*; M A Smith & P Kollock (Eds), *Communities in Cyberspace*; J B Thompson, *Media and Modernity*; J Tomlinson, *Globalization and Culture*; B Wellman & C Haythornthwaite (Eds), *The Internet in Everyday Life*, Blackwell, 2002.

Assigned reading will also include up-to-date articles from academic journals and the internet.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assessment of not more than 3,000 words (50%).

MC499**Dissertation: Media and Communications**

This information is for the 2004/05 session.

Teacher responsible: Dissertation coordinator (to be announced). All members of the Media and Communications Department, and associated academic staff, may be involved in dissertation supervision.

Availability: Compulsory unit for MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, MSc New Media Information and Society and MSc Politics and Communication students as well as Research Track students on these programmes.

Core syllabus: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications.

Content: The dissertation is a quantitative or qualitative investigation of an issue in the field of media and communications. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their supervisors before embarking on any research. The dissertation must be word-processed. It should be not less than 10,000 words and should not exceed 15,000 words in length.

Arrangements for supervision: Supervisors will be allocated according to student dissertation proposals early in the LT. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. A one-day Dissertation Symposium is held towards the end of the LT where students present their topic to peers and staff for feedback. Detailed dissertation guidelines will be issued to all students during the MT and are also available in the MSc programme handbooks.

Assessment: Two hard copies of the dissertation and an electronic copy on diskette must be handed in to the Department of Media and Communications MSc Programme administrator by Monday 15 August 2005.

MC4M1 Half Unit**Methods of Research in Media and Communications 1**

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, MSc New Media Information and Society and MSc Politics and Communication.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
 - Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the LT. Students are required to participate in two of the workshops.
 - Quantitative Analysis:** Students will take the following course offered by the Methodology Institute: **MI451 Quantitative Analysis 1: Description and Inference.** Please note that this course is automatically included when you register for MC4M1.
- Teaching:**
- Principles of Research in Media and Communications:** Lectures nine x one-hour MT and a Dissertation Topic Selection Workshop x one MT;
 - Principles of Social Research:** two x two-hour workshops LT;
 - Quantitative Analysis:** MI451 nine x two-hour lectures and nine x

one-hour computer classes MT.

Written work:

- Principles of Research in Media and Communications and Principles of Social Research:** One (formally assessed) written assignment of not more than 3,000 words is required. Workshops may have associated practical exercises.
 - Quantitative Analysis:** Weekly assignments are required.
- Reading list:** U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: One assignment relating to the combination of **Principles of Research in Media and Communications** and **Principles of Social Research** (80%).
2. Examination relating to **Quantitative Analysis** (20%).

MC4M2**Advanced Methods of Research in Media and Communications 1**

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), and MSc New Media Information and Society (Research). Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1/5/6 subject to their own degree regulations and with the agreement of the teacher responsible.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has four components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
- Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Advanced Principles of Social Research:** A complementary series of five x two-hour advanced workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Quantitative Analysis:** Students will take the following courses offered by the Methodology Institute: **MI451 Quantitative Analysis 1: Description and Inference**, **MI452 Quantitative Analysis 2: The Generalised Linear Model.** Please note that these courses are automatically included when you register for MC4M2.

Teaching:

- Principles of Research in Media and Communications:** nine x one-hour lectures, and one x one-hour Dissertation Topic Selection Workshop MT.
 - Principles of Social Research:** five x two-hour workshops LT.
 - Advanced principles of Social Research:** five x two-hour advanced workshops LT.
 - Quantitative Analysis:** MI451 nine x two-hour lectures and nine x one-hour computer classes MT; MI452 nine x two-hour lectures and nine x one-hour computer classes LT.
- Written work:**
- For the combination of **Principles of Research in Media and Communications**, **Principles of Social Research** and **Advanced Principles of Social Research:** Two (formally assessed) assignments of not more than 3,000 words are required. Workshops may have associated practical exercises.
 - Quantitative Analysis:** Weekly assignments are required.

Reading list: U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: Two assignments relating to the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research** (67%).
2. **Quantitative Analysis** examinations (see Methodology Institute course guides) (33%).

MC4M3

Advanced Methods of Research in Media and Communications 2

This information is for the 2004/05 session.

Teachers responsible: Shani Orgad, S106b

Availability: MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), and MSc New Media Information and Society (Research). Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1/5/6 subject to their own degree regulations and with the agreement of the teacher responsible.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has four components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
- Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Advanced Principles of Social Research:** A complementary series of five x two-hour advanced workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Quantitative Analysis:** Students will take the following courses offered by the Methodology Institute: **MI452 Quantitative Analysis 2: The Generalised Linear Model**, **MI455 Quantitative Analysis 3: Applied multivariate analysis**. Please note that these courses are automatically included when you register for MC4M3.

Teaching:

- Principles of Research in Media and Communications:** nine x one-hour lectures, and one x one-hour Dissertation Topic Selection Workshop MT.
- Principles of Social Research:** five x two-hour workshops LT.
- Advanced Principles of Social Research:** five x two-hour advanced workshops LT.
- Quantitative Analysis:** MI452 nine x two-hour lectures and nine x one-hour computer classes MT; MI455 10 x one-hour lectures LT, eight x one-hour computer workshops LT.

Written work:

- For the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research:** Two (formally assessed) assignments of not more than 3,000 words are required. Workshops may have associated practical exercises.
- Quantitative Analysis:** Weekly assignments are required.

Reading list: U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K

B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: Two assignments relating to the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research** (67%).
2. **Quantitative Analysis** coursework and examinations (see Methodology Institute course guides) (33%).

MC4M4

Advanced Methods of Research in Media and Communications 3

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), and MSc New Media Information and Society (Research). Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1/5/6 subject to their own degree regulations and with the agreement of the teacher responsible.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has four components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
- Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Advanced Principles of Social Research:** A complementary series of five x two-hour advanced workshops offered by media and communications staff in the Lent term. Students are required to participate in all five workshops.
- Quantitative Analysis:** Students will take the following courses offered by the Methodology Institute: **MI451 Quantitative Analysis 1: Description and Inference**; **MI455 Quantitative Analysis 3: Applied multivariate analysis**. Please note that these courses are automatically included when you register for MC4M4.

Teaching:

- Principles of Research in Media and Communications:** Lectures nine x one-hour MT and a Dissertation Topic Selection x one MT; Workshops: 10 x two-hours LT.
- Quantitative Analysis:** MI451 nine x two-hour lectures and nine x one-hour computer classes MT; MI455 10 x one-hour lectures LT, eight x one-hour computer workshops LT.

Written work:

- For the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research:** Two (formally assessed) assignments of not more than 3,000 words are required. Workshops may have associated practical exercises.
- Quantitative Analysis:** Weekly assignments are required.

Reading list: U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for*

Postgraduate Researchers, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: Two assignments relating to the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research** (67%).
2. **Quantitative Analysis** coursework and examinations (see Methodology Institute course guides) (33%).

MC4M5 Half Unit

Methods of Research in Media and Communications 2

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media Information and Society.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
- Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the Lent term. Students are required to participate in all two of the workshops.
- Quantitative Analysis:** Students will take the following course offered by the Methodology Institute: **MI455 Quantitative Analysis 3: Applied multivariate analysis**. Please note that this course is automatically included when you register for MC4M5.

Teaching:

- Principles of Research in Media and Communications:** nine x one-hour lectures MT, and a Dissertation Topic Selection Workshop x one MT;
- Principles of Social Research:** two x two-hour workshops LT;
- Quantitative Analysis:** MI455 10 x one-hour lectures LT, eight x one-hour computer workshops LT.

Written work:

- For the combination of **Principles of Research in Media and Communications and Principles of Social Research:** One (formally assessed) written assignment of not more than 3,000 words is required. Workshops may have associated practical exercises.
- Quantitative Analysis:** Weekly assignments are required.

Reading list: U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: One assignment relating to the combination of **Principles of Research in Media and Communications and Principles of Social Research** (80%).
2. Coursework and examination relating to **Quantitative Analysis** (20%).

MC4M6 Half Unit

Methods of Research in Media and Communications 3

This information is for the 2004/05 session.

Teacher responsible: Shani Orgad, S106b

Availability: MSc Gender and the Media, MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, and MSc New Media Information

and Society.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

- Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in the MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, documentary and archival research, interviewing, content analysis, visual analysis, survey design/questionnaires, research ethics, production case studies, and transnational comparative research.
- Principles of Social Research:** A series of five x two-hour workshops offered by media and communications staff in the Lent term. Students are required to participate in all two of the workshops.
- Quantitative Analysis:** Students will take the following course offered by the Methodology Institute: **MI452 Quantitative Analysis 2: The Generalised Linear Model**. Please note that this course is automatically included when you register for MC4M6.

Teaching:

- Principles of Research in Media and Communications:** Lectures nine x one-hour MT and a Dissertation Topic Selection Workshop x one MT;
- Principles of Social Research:** two x two-hour workshops LT;
- Quantitative Analysis:** MI452 nine x two-hour lectures LT, nine x one-hour computer workshops LT.

Written work:

- For the combination of **Principles of Research in Media and Communications and Principles of Social Research:** One (formally assessed) written assignment of not more than 3,000 words is required. Workshops may have associated practical exercises.
- Quantitative Analysis:** Weekly assignments are required.

Reading list: U Flick, *An Introduction to qualitative research*, Sage, 1998; A Hansen et al, *Mass Communications Research Methods*, Macmillan, 1998; R P Webster, *Basic Content Analysis*, Sage, 1985; R Kent, *Measuring Media Audiences*, Routledge, 1994; R C Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K B Jensen & N Jankowski (Eds), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P Alasuutari, *Researching Culture*, Sage, 1995; D Silverman (Ed), *Qualitative Research. Theory, method, practice*, Sage, 1997; J Habermas, *Knowledge and human interest*, Polity, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. Coursework: One assignment relating to the combination of **Principles of Research in Media and Communications and Principles of Social Research** (80%).
2. Examination relating to **Quantitative Analysis** (20%).

MI401 Half Unit

Concepts and Methods of Social Inquiry

This information is for the 2004/05 session.

Teachers responsible: Dr Paul Mitchell, K308, Professor George Gaskell, B811, Professor Keith Dowling, K206, Dr Simon Hix, L305 and Dr Cheryl Schonhardt-Bailey, L105

Availability: For MSc Government and other MSc programmes.

Core syllabus: This course focuses on qualitative research design in the social sciences, especially for those types of 'qualitative' studies that are less amenable to statistical analysis. The key purpose is to think through the main stages of designing a research project such as an MSc dissertation. Most research projects, like most buildings, are better if they are carefully designed.

MI401 has several parts. There will be an overview of the process and organisation of writing an MSc dissertation, followed by a consideration of the scientific nature of social science; how is the latter different from natural science and with what consequences? Then in the 'middle' part of the course there are lectures on the sequential 'stages' of designing a research project. Any useful research project must seek to answer at least one significant question. Thus the first thing that you logically have to do is to find a research topic that you are going to study, and develop some 'questions' within that 'topic'. Also, for the project to be of general interest it is better if the research questions are theoretically informed rather than haphazardly selected. Once you are equipped with theoretically informed questions, the next consideration to think about is essentially - 'how can I seek to explain (rather than just describe -

whatever I am interested in?'. But of course once we have a theory, questions and an approach, we still need to decide 'what' are we actually going to study - for example, which cases or countries shall we analyse? Hence we pay a lot of attention to the crucial matter of case selection. We begin with the logic of comparative enquiry and case selection, and pay some attention to the problem of selection bias. We also focus more specifically on designing good case studies. The final part of the course then presents an overview of a variety of particular approaches. These are prominent examples, rather than a comprehensive account of the range of approaches that are available. For example in 2003-04 we covered rational choice theory in comparative studies, methods of content analysis of text, the design of social surveys and the design, conduct and analysis of individual and group interviews. **Teaching:** 10 sessions of two-hours in LT. **Reading list:** G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994); Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*, University of Michigan Press, 2003; B Guy Peters, *Comparative Politics: Theory and Methods* (Macmillan, 1998). (A very readable introduction to the methodology of comparative politics); A F Chalmers, *What is this thing called Science?*, 3rd edn (OUP, 1999) (treatment by a rationalist philosopher); Paul Pennings, Hans Keman & Jan Kleinijenhuis, *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics* (Sage, 1999). **Assessment:** A two-hour unseen examination.

MI424

Interviewing Skills Workshop

This information is for the 2004/05 session.

Teacher responsible: Professor George Gaskell, B811 and others

Core syllabus: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups.

Content: Basic concepts in qualitative research, sampling of respondents and the design of the topic guide; interviewing skills for individuals, elite respondents and groups; the analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research.

Teaching: One-day course (to be arranged).

Assessment: Non-examinable.

MI440

Evolution and Explanation: An Introduction to Darwinian Method in Social Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr C Badcock, S282

Availability: For research students and MSc students.

Content: The course aims to give graduates in social science an understanding of the evolutionary approach to explanation; to discuss the issues raised by evolutionary explanation and to suggest ways in which evolutionary explanation can be applied to social science. The course is built around four fundamental explanatory issues, each of which is related to both social science and evolutionary methodology, and each of which will be illustrated by a linked series of case studies. 1) Proximate and ultimate causation: evolution as the neglected ultimate cause in social science explanation. 2) Holism and individualism: limitations of the holistic approach of social science and solutions to the problem of altruism, cooperation and social behaviour in other species. 3) Reductionism and anti-reductionism: the role of genetics, psychology and neuroscience in social science explanation. 4) Free-will and determinism: mentalism and anti-mentalism in psychology, evolution and the social sciences.

Teaching: 10 one-hour lectures.

Reading list: R Axelrod, *The Evolution of Cooperation* (1984); C Badcock, *Evolutionary Psychology: A Critical Introduction* (2000); M Daly & M Wilson, *Homicide*; L Ellis, 'A Discipline in Peril: Sociology's Future Hinges on Curing Its Biophobia', *American Sociologist* 27: 21-41 (1996); D Freeman, *The fateful hoaxing of Margaret Mead: a historical analysis of her Samoan researches* (1998); W D Hamilton, *Narrow Roads of Gene Land* (1996); Judith Rich Harris, *The Nurture Assumption*; J Lopreato & T Crippen, *Crisis in Sociology: The Need for Darwin*; R Plomin & J C DeFries et al, *Behavioral Genetics* (1997); J Tooby & L Cosmides, 'The Psychological Foundations of Culture' in *The Adapted Mind: Evolutionary Psychology and the Generation of Culture* (1992); J Barkow, L Cosmides, J Tooby & R Trivers, *Social Evolution* (1985); R Trivers, *Sociobiology and Politics* (1981); E White, *Sociobiology and Human Politics*. **Assessment:** Non-examinable.

MI451 Half Unit

Quantitative Analysis I: Description and Inference

This information is for the 2004/05 session.

Teachers responsible: Satoshi Kanazawa, B809, Paul Mitchell, K308

Availability: Optional for MSc Social Research Methods; also available for

research students.

Core syllabus: An intensive introduction to quantitative data analysis in the social sciences.

Content: The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of estimation and inference. At the end of the course students should be able to carry out uni and bi-variate data analysis and have an appreciation of multiple regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary).

Teaching: Nine x two-hour lectures and nine x one-hour computer classes in the MT. Weekly assignments are required.

Reading list: Students should buy the latest edition of J Healey, *Statistics: A Tool for Social Research*, Wadsworth. This is the core text for this course. A course pack will be handed out at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI452 Half Unit

Quantitative Analysis II: The Generalised Linear Model

This information is for the 2004/05 session.

Teachers responsible: Dr Jouni Kuha, B808 and Dr Satoshi

Kanazawa, B809

Availability: This course is designed to follow in sequence from **Quantitative Analysis I**. Students are required to have completed MI451 or an equivalent level statistics course.

Core syllabus: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalised linear model and its application to social science data. The main topics covered are: least-squares regression; logistic regression; log-linear models. Class exercises and homework will be carried out using the SPSS package.

Teaching: Nine x two-hour lectures and nine x one-hour computer classes. Weekly assignments are required. This course is given twice per session, starting in the second week of each of the MT and LT.

Reading list: A Agresti & B Finlay, *Statistical Methods for the Social Sciences*; M Lewis-Beck, *Applied Regression: An Introduction*; J Aldrich & F D Nelson, *Linear Probability, Logit, and Probit Models*; D Knoke & P J Burke, *Log-Linear Models*. A course pack will be provided at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI453 Half Unit

Fundamentals of Research Design

This information is for the 2004/05 session.

Teacher responsible: Professor George Gaskell, B811

Availability: Compulsory for MSc Social Research Methods; also available for research students.

Core syllabus: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The course is designed to enable students to critically evaluate empirical research, to understand the strengths and weaknesses of different methods and designs and to provide a foundation for research projects/dissertations.

Teaching: 10 x two-hours lectures and practicums in the MT.

1. Introduction: research as social inquiry
2. Ethnography and participant observation
3. The comparative method
4. Policy analysis
5. Case studies
6. Forms of interviewing
7. Questionnaire and survey design
8. Sampling and social measurement
9. Data sources and secondary analysis
10. The pragmatics of research: management, ethics and dissemination.

Reading list: M W Bauer & G Gaskell (Eds), *Qualitative Researching with Text, Image and Sound: A Practical Handbook* (Sage, 2000); L Bickman & D Rog (Eds), *Handbook of Applied Social Research Methods* (1998); M Dogan & A Kazancigil, *Comparing nations: Concepts, strategies and substance* (Blackwell, 1994); A Fink & J Kosecoff, *How to conduct surveys. A step by step guide* (Sage, 1985); J Habermas, *Knowledge and Human Interest* (1987); J Hughes, *The philosophy of social research* (Longman, 1990); G King, R O Keohane & S Verba, *Designing social inquiry: scientific inference in qualitative research*, Chapter 1 (Princeton University Press, 1994); D Little, *Varieties of social explanation* (Westview Press, 1991); R K Yin, *Case study research. Design and method*, 2nd edn (Sage, 1994).

Assessment: A two-hour unseen examination.

MI454 Half Unit

Qualitative Social Research: Interview, Text and Image

This information is for the 2004/05 session.

Teacher responsible: Dr Martin W Bauer, B804

Availability: Compulsory for MSc Social Research Methods in conjunction with MI453 and MI555; also available for research students from other departments.

Core syllabus: Building on the module MI453 **Fundamentals of Research Design** this course covers the process of social research with an emphasis on qualitative inquiry. Given a research question and the requirement for evidence the process of research is captured in the stages of building of a corpus of data, for example texts or images, and in the choice among different analytic and interpretational approaches. The practicums will give students hands on experience of different techniques including software packages for the analysis of texts (MI555).

Teaching: Nine x two-hour lectures and practicums in the LT.

1. Knowledge interests and qualitative research
2. Corpus construction
3. Systematic observation
4. Individual and group interviewing
5. Content analysis: classical coding
6. Content analysis: indexing and memoing: Atlas T/I
7. Discourse analysis: narratives and rhetoric
8. Semiotic and image analysis
9. Data sources: quantitative data sets, qualitative and internet
10. Quality indicators in social research

Reading list: M Bauer & G Gaskell, *Qualitative researching with text, image and sound* (Sage, 2000); U Flick, *An introduction to qualitative research* (Sage 1998).

Please Note: No single publication covers the whole Content of the course.

Assessment: A two-hour unseen examination.

a. Half Unit: two hour unseen examination, MI454 only.
b. Two hour unseen examination combining MI453 and MI454 (for MI4M1 and MI4M2).

MI455 Half Unit

Quantitative Analysis III: Applied Multivariate Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr Jouni Kuha, B808

Availability: Optional for MSc Social Research Methods and a number of other MSc degrees; also available for research students.

Pre requisites: A basic knowledge of probability and statistical methods up to first degree level.

Core syllabus: An introduction to the application of modern multivariate methods used in the social sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, factor analysis and latent variable models.

Teaching: Lectures: 10 LT. Computer Workshops: four x two LT.

Reading list: D J Bartholomew, F Steele, I Moustaki & J I Galbraith, *The Analysis and Interpretation of Multivariate Data for Social Scientists*; B S Everitt & G Dunn, *Applied Multivariate Data Analysis*; C Chatfield & A J Collins, *Introduction to Multivariate Analysis*; D J Bartholomew & M Knott, *Latent Variable Models and Factor Analysis*

Assessment: A two-hour written examination in the ST. Students are also assessed on work done during the course.

MI460

Quantitative Approaches and Policy Analysis

This information is for the 2004/05 session.

Teacher responsible: Sarah Smith, E388c

Availability: This course is for the first year of the MPA in Public and Economic Policy.

Pre-requisites: The course requires familiarity with key statistical concepts and techniques. MPA students are assessed by their supervisors at the beginning of the course, and those who are advised to do so must attend courses provided by the Methodology Institute during MT, MI451 for beginners, and MI452 for people with intermediate skills.

Core syllabus: The objective of the course is to make students more effective users of evidence and research in analysing policy problems and identifying policy solutions. The course will look at techniques that will be helpful at key stages in policy-making to make the overall process more rigorous. So, it will encompass the use of evidence to support policy-making and policy evaluation (as well as some of the problems), cost-benefit analysis as a tool to guide policy choices and performance measurement.

MT (weeks 1-5): Introduction to the use of descriptive statistics: Importance and limitations of evidence-based policy making; Types of survey data and sampling issues; Review of statistical concepts, including means, standard errors, confidence intervals, null and alternative hypotheses. Case studies including income distribution, education.

MT (weeks 6-10): Using evidence to understand policy issues and solutions: Introduction to bivariate and multivariate regressions; Modelling continuous and discrete outcomes; Identification problems including endogeneity and selection effects, and some of the solutions, including instrumental variables. Case studies including education and health.

LT (weeks 1-3): Policy Evaluation: Statistical techniques for evaluating the effectiveness of government policies; the advantages and disadvantages of experimental, quasi-experimental, and observational data; control and treatment groups. Case studies including welfare-to-work and saving incentives.

LT (weeks 4-7): Cost benefit analysis: Basic approach to CBA; choosing discount rates; valuing non-monetary costs and benefits concepts of willingness-to-pay and willingness-to-accept and contingent valuation; problems in using CBA in practice. Case studies including congestion charge.

LT (weeks 8-10): Performance measurement: What characteristics should performance target have; what are some of the problems with setting performance targets for the public sector; what is the evidence on the effect of performance targets. Case studies including health and education.

Teaching: There will be 20 lectures and 25 seminars. During the first term we will use five classes to cover an introduction to STATA (a statistical package). In the rest of the classes, we will look at examples of evidence-based policy-making and evaluation, CBA and performance measurement, drawing on Government publications and journal articles. Students will be required to participate fully in all the classes.

Reading list: A full reading list will be distributed at the beginning of the course. Useful textbooks include: Angus Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*; James Stock & Mark Watson, *Introduction to Econometrics*; Charles F Manski, *Identification Problems in the Social Sciences*; Anthony E Boardman et al, *Cost-benefit Analysis: Concepts and Practice*.

Assessment: There will be one data analysis exercise, to be completed by the beginning of LT and one essay, to be completed by the beginning of ST. Each will count for 25% of the marks. A final examination will count for the remaining 50% of the marks.

MI461

Quantitative Analysis I: Description and Inference (Anthropology)

This information is for the 2004/05 session.

Notes: For MSc Social Anthropology (Research) only. See course guide for MI451.

MI462

Quantitative Analysis II: The Generalised Linear Model (Anthropology)

This information is for the 2004/05 session.

Notes: For MSc Social Anthropology (Research) only. See course guide for MI452.

MI463

Fundamentals of Research Design (Anthropology)

This information is for the 2004/05 session.

Notes: For MSc Social Anthropology (Research) only. See course guide for MI453.

MI470

Introduction to quantitative analysis: pre-session course

This information is for the 2004/05 session.

Teachers responsible: Jouni Kuha, Paul Mitchell, Satoshi Kanazawa, Jonathan Jackson and George Gaskell

Availability: For MSc and PhD students.

Core syllabus: An intensive introduction to quantitative data analysis in the social sciences.

Content: The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of estimation and inference. At the end of the course students should be able to carry out and correctly interpret uni and bi-variate data analysis and have an appreciation of multiple regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary).

Teaching: Over five days, 23rd, 24th, 27th, 28th & 29th September 2004. 09.30-12.30 and 14.00-17.00, nine x two-hour lectures and nine x one-hour computer classes. Learning will be supported by a course pack and WebCT.

Reading list: Students should buy the latest edition of J Healey, *Statistics: A Tool for Social Research*, Wadsworth; additional reading will be recommended.

Assessment: A two-hour open book unseen examination.

MI4M1**Foundations of Social Research 1****This information is for the 2004/05 session.****Teachers responsible:** Professor George Gaskell, B811, Dr Martin Bauer, B804 and others**Availability:** For MSc students (not Social Research Methods) and first year research students.**Core syllabus:** This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies.**Content:** The course has three main components.

1. MI451 **Quantitative Analysis 1: Description and Inference** - this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data analysis should take MI452. *Plus:*
2. MI453 **Fundamentals of Research Design**
3. MI454 **Qualitative Research: Interview, Text and Image.**

Teaching: See separate course outlines above.**Assessment:** Examination is by two two-hour papers in the ST. Students registered on course MI4M1 will take paper MI4M1a (based on the MI451 syllabus) and MI4M1b (based on the MI453 and MI454 syllabuses).**MI4M2****Foundations of Social Research 2****This information is for the 2004/05 session.****Teachers responsible:** Professor George Gaskell, B811, Dr Matt Mulford, B802, Dr Martin Bauer, B804 and others**Availability:** For MSc students (not Social Research Methods) and first year research students.**Core syllabus:** This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies.**Content:** The course has three main components:

1. MI452 **Quantitative Analysis 2: The generalized linear model.** *Plus:*
2. MI453 **Fundamentals of Research Design**
3. MI454 **Qualitative Research: Interview, Text and Image.**

Teaching: See separate course outlines above.**Assessment:** Examination is by two two-hour papers in the ST. Students registered on course MI4M2 will take paper MI4M2a (based on the MI452 syllabus) and MI4M2b (based on the MI453 and MI454 syllabuses).**MN401 Half Unit****Public Management Theory and Doctrine****This information is for the 2004/05 session.****Teachers responsible:** Dr M Barzelay, G507 and Dr Martin Lodge, L309**Availability:** Compulsory for MSc Management (Public Sector) and a Core course for MSc Public Policy. Other postgraduates require permission of teachers responsible.**Core syllabus:** The objectives of the course are to become acquainted with public management as an interdisciplinary field of study, where political science and public policy are among the reference disciplines; to develop an appreciation for the nexus between research and practice; to acquire a process understanding of administrative practices and change in government; to become adept at identifying, analysing, criticizing and formulating practical arguments about public management; and to establish a political science/public policy foundation for the LT course, **Contested Issues in Public Management.****Content:** Introducing public management. Public Policy implementation. Organizational learning and capacity building. Public management policy-making and change. Leadership. Argumentation in Public Management. Accountability, values and blame.**Teaching:** 10 lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.**Reading list:** M Barzelay, *The New Public Management*, 2001; C Hood, *The Art of the State*, 1998; N C Roberts & P J King, *Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation*, 1996; E Bardach, *Getting Agencies to Work Together*, 1998; P Aucoin, *The New Public Management: Canada in Comparative Perspective*, 1995; D N Walton, *Plausible Argument in Everyday Conversation*, 1992; C Hood & M Jackson, *Administrative Argument*, 1991; H Simons, *Persuasion in Society*, 2001.**Assessment:** Consists of two parts: (i) a two-hour unseen written examination in June, accounts for 75% of the marks; (ii) a single essay for Assessment by the end of Week one of LT, accounts for 25% of the marks.**MN402 Half Unit Not available in 2004/05****Contested Issues in Public Management****This information is for the 2004/05 session.****Teachers responsible:** Dr Michael Barzelay, G507**Availability:** Core course for MSc Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Policy. GV483/MN401 **Public Management Theory**and **Doctrine** is normally considered a pre-requisite for this course.**Core syllabus:** This course is centrally concerned with management of public sector organizations, especially with the subject matter areas of executive leadership in government and managing government operations. The focus is upon "what to do" theories and scientifically-oriented analysis of practices for performing organizational functions within government. The course further introduces students to management theory and research about strategic management, business process management, and performance management. The course builds on the foundation laid by **Public Management Theory and Doctrine**. **Content:** Case study discussion and analysis about executive leadership in government and managing government operations. Critical analysis of theoretical and research literature on strategic management, business process management, and performance management. Applicability of generic management practices to performance of public functions in varied governmental systems.**Teaching:** 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.**Reading list:** Reading includes journal articles, book chapters, Teaching cases, and government documents. Among the works to be read are D M Moore, *Creating Public Value/Strategic Management in Government* (1995); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); M Barzelay, *The New Public Management: Improving Research and Policy Dialogue* (2000); R Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989); R Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.**Assessment:** Consists of two parts: (i) one two-hour unseen written examination in June, accounts for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounts for 25% of the marks.**MN403 Half Unit****Negotiation Analysis****This information is for the 2004/05 session.****Teacher responsible:** Dr Matthew Mulford, B802**Availability:** Core Course for MSc Management Public Sector. Optional course for MSc Management and MSc Management (CEMS/IMEX), MSc Global Market Economics, MSc International Health Policy, MSc Public Financial Policy and MSc Development Management. This course is capped. **Core syllabus:** This course adopts an interdisciplinary perspective to analyse negotiations, covering ideas from economics, decision sciences and psychology.**Content:** The course examines game theoretic, decision analytic, and cognitive psychological perspectives to negotiation problems. These approaches highlight the importance of interests, information, strategy and power in defining the structure and outcomes of inter-dependent interactions. Prescriptive as well as descriptive findings from research in negotiations will be discussed throughout the course. The first part covers the basics of distributive bargaining and the importance of pre-negotiation information in the division of a fixed negotiation surplus. The second part introduces the concept of integrative bargaining. The third part covers some basic game theoretic models of strategic interaction. The final part of the course concentrates on psychological mechanisms that can powerfully shape negotiation behaviour and outcomes.**Teaching:** 10 one-hour lectures and 10 two-hour classes in the MT.**Written work:** Students, individually or in groups, will be asked to make presentations and participate in negotiation exercises.**Reading list:** L Thompson, *The Mind and Heart of the Negotiator*, Prentice Hall (2001); A Dixit & S Skeath, *Games of Strategy*, Norton (1999); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis*, Duxbury Press (1996); M Bazerman & M Neale, *Negotiating Rationally*, Free Press (1992); H Raiffa, *The Art and Science of Negotiation*, Harvard University Press (1982). Note that no one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.**Assessment:** A formal two-hour examination in January.**MN404 Half Unit****Incentives and Governance in Organizations****This information is for the 2004/05 session.****Teachers responsible:** To be announced**Availability:** Core course for MSc Management. Available as an option for MSc Development Management, MSc Management (Public Sector) and MPA Public and Economic Policy with the permission of the Course Convenor. **Pre requisites:** A knowledge of Mathematics and Economics.**Core syllabus:** The course will draw on various disciplines including management science, industrial organisation and microeconomics. The course will include a case study component.**Content:** The course uses economic theory to gain insight into issues related to internal organisation and management of firms. A major theme concerns the question of how to provide incentives efficiently in organisations. An economic perspective is used to explain how

organisations can be designed to limit self-interested opportunism of the organisation's members. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange.

The concepts of transaction costs and relationship-specific assets are developed. A section of the course deals with financial theory. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.

Teaching: 10 lectures (MN404) and eight classes (MN404.A) in the LT.**Reading list:** P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992). Additional materials (articles and case studies) will be made available.**Assessment:** Examination of two-hours in the ST (100%).**MN409 Half Unit****Aspects of Human Resource Management****This information is for the 2004/05 session.****Teacher responsible:** Dr Rafael Gomez, G514**Availability:** Primarily for MSc Management students, but other MSc students may take the course with the approval of the course teacher.**Core syllabus:** The course considers the policies and strategies that organisations adopt in order to deal with a range of human resource problems.**Content:** Problems of specifying the objectives, both underlying and operational, of human resource policies. The problems surrounding issues such as recruitment and selection, training and development, appraisal, securing commitment, control and incentive systems, strategies of human resource policy, internal labour markets and labour market segmentation, manpower planning models.**Teaching:** There are 10 hours of lectures (ID410) and 10 hours of classes.**Reading list:** A key text is J Barsh & D Kreps, *Strategic Human Resources*, John Wiley, 1999. Further reading will be suggested at the start of the course.**Assessment:** Assessment is determined by a one-hour term test worth 20% of the final grade, and an essay of no more than 3,000 words in length worth 80%.**MN413 Half Unit****International Marketing: A Strategic Approach****This information is for the 2004/05 session.****Teacher responsible:** Dr Rafael Gomez, G514**Availability:** For MSc Management students, but other MSc students may take the course with approval of the course teacher.**Core syllabus:** The course covers the main theories in Marketing Management. It emphasises theories and a strategic approach to understand the marketing behaviour of firms in an international setting.**Content:** The course focuses on the 'theory' of marketing with attention also paid to some applied research. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.**Teaching:** Lectures: 10 lectures. Nine one-hour classes (MN413.A) in the LT beginning in the 2nd week of the LT.**Reading list:** Some useful texts are J-J Lambin, *Strategic Marketing Management*, McGraw-Hill, 1997. And S Jagpal, *Marketing Strategy and Uncertainty*, Oxford University Press, New York, 1999. Further references will be given during the course.**Assessment:** Assessment is determined by a one-hour term test worth 20% of the final grade, and an essay of no more than 3,000 words in length worth 80%.**MN414 Half Unit****International Marketing Research Topic****This information is for the 2004/05 session.****Teacher responsible:** Dr Rafael Gomez, G514**Pre-requisites:** This course is for students who have taken some marketing or market research courses or, who have taken MN302 or ST327. This course may be taken in conjunction with MN413 by students who do not have any of these pre requisites subject to the agreement of Dr R Gomez.**Core syllabus:** This course is designed for students who have followed an introductory course in the Marketing or Marketing research area and who wish to develop their research skills in this area.**Content:** Students will use the techniques they have acquired in previous Marketing course to develop their ideas and technical capacity in an area connected with Marketing.**Teaching:** There will be personal meetings with the instructor and then 10 hours of Workshops in the MT and a final presentation in the ST.**Reading list:** Some useful texts are Kinnear & Taylor's, *Marketing Research: An Applied Approach* and Chisnall's, *Marketing Research*. **Assessment:** Students will be assessed on a 10,000 word project and oral presentation given in the ST.**MN415 Half Unit****The Analysis of Strategy A****This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** Compulsory course for MSc Management students. Optional course for MSc Decision Sciences and MPA Public and Economic Policy although there is no guarantee that additional places will be available. This course is also capped.**Core syllabus:** The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist - in the context of the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of other players (eg competitors). These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.**Content:** The course is an interaction of game theory, economics, and strategic management. In this course, students will be introduced to ideas of behaving in strategic situations. A powerful tool to study these situations is game theory, where the emphasis is on outplaying a competitor who is trying to outplay you. About three lectures and two seminars will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash and sub-game-perfect Nash). The second part of the course will be focused on applying these concepts to salient issues in competitive industries; in particular, we will be studying economies of scale and scope, vertical integration. The third part of the course introduces the concepts of creating and appropriating value, distinctive capabilities and ways to build and maintain competitive advantage. These issues will be deepened further in the accompanying seminars. Finally, a particularly important set of markets will be discussed in the last lecture and seminar of the course: We will be studying the dynamics of markets with network effects, ie where there are advantages to consumers in joining the same (compatible) network. Theoretical issues of analysing such markets will be enriched by case studies and examples.**Reading list:** D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 2000; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998; J Kay, *Foundations of Corporate Success*, OUP 1995; C Shapiro & H Varian, *Information Rules - A Strategic Guide to the Network Economy*, HBS Press, 1999.**Teaching:** 10 two-hour lectures and one-hour classes in the MT.**Assessment:** Two-hour examination in the ST.**MN416 Half Unit****The Analysis of Strategy B****This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** Compulsory course for MSc Management students. Optional course for MPA Public and Economic Policy. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible. This course is also capped.**Pre requisites:** MN415 **The Analysis of Strategy (A)** is a pre-requisite.**Core syllabus:** In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces.

We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations.

Content: This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition - pricing, capacity choices, research and development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry, in particular collusion, price wars, experimental pricing and information sharing. We will finally discuss the incentives for innovation and market entry and exit decisions. Our approach will be critical throughout, emphasising both the power and the limits of a game-theoretic approach. We will use case studies to emphasise the relationship between the analysis of strategy and managerial decision making.

Teaching: There will be 10 two-hour lectures in the LT and 10 one-hour classes in the LT and ST.

Reading list: There is no fully adequate textbook for this course. The most important text is D Besanko, D Dranove & M Shanley, *The Economics of Strategy*, John Wiley (1996). Among the other sources are: L M B Cabral, *Introduction to Industrial Organization*, MIT Press (2000); P Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997); D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990); J Sutton, *Technology and Market Structure*, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Assessment: The course will be examined by a two-hour examination in the ST.

MN419 Half Unit Systems Thinking and Strategic Modelling

This information is for the 2004/05 session.

Teacher responsible: Dr David Lane, G410

Availability: For students taking the MSc Management, MSc Management (CEMS/IMEX Route) and MSc Management (Public Sector).

Pre requisites: Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages.

Core syllabus: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies. This course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. The benefits of fully specified and parameterised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore complements the course OR431 **System Dynamics Modelling** which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible.

Content: The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.

Teaching: Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT.

Reading list: G P Richardson (Ed), *Modelling for Management*; J A M Vennix, *GroupModel Building: facilitating team learning using system dynamics*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; P M Senge, *The Fifth Discipline*; various research papers from the LSE Library offprints collection.

Assessment: The course is examined by two pieces of individual course work. These involve the following general areas and mark weightings: explanation and policy intervention using causal loop diagrams (50%) and analysis of the managerial implications of a simulation model in the form of a management report (50%). For the first assignment students will be expected to choose their own policy issue to explore with CLDs. For the second assignment students may use one of the examples on the course or explore some other application of system dynamics. For both assignments the student choices are subject to approval by the teacher responsible. These pieces of work are made available at the mid-point and then towards the end of the course, with appropriately staged hand-in dates, the last being on the first day of LT.

MN425 Half Unit Business in the Global Environment

This information is for the 2004/05 session.

Teachers responsible: Sir Geoffrey Owen, G407, Mark Bleackley and Louis Turner, c/o G500

Availability: For MSc Management students including those taking the CEMS/IMEX route and incoming CEMS/IMEX students. Priority will be given in the following order: CEMS/IMEX students (home and visiting); other students from the IIM and International Relations; all other LSE students. This course is also capped.

Core syllabus: This course aims to cover the political economy of

international business, dealing with key developments in the modern global business environment and putting them into theoretical and historical context. The objective is to familiarize students with the contemporary theoretical and empirical arguments such that they can debate the implications of these developments for companies and their key constituents operating in the global arena.

Content: The course looks at the key challenges facing business today in their increasingly global and complex environment, through such topics as globalisation, technology trends, regulation, competing models of capitalist operation, state-firm relations, industrial policy and stakeholder activism. It examines the nature of these challenges, their influence on business and, in turn, the way in which business can shape them.

Teaching: 10 lectures and 10 seminars in the MT. The course includes presentations from business executives.

Reading list: Two key texts are: P Dicken, *Global Shift* (3rd edn), Guilford 1998 and D Held, A McGrew, D Goldblatt & J Perraton, *Global Transformations: Politics, Economics and Culture*, Polity Press, 1999. Readings will be taken from these texts and complemented by journal articles, book chapters and articles from the business press.

Assessment: An essay of no more than 3,000 words, to be submitted in week nine of the MT. Each student will also provide a short introductory presentation on two seminar topics during the term (non-assessed).

MN426 Half Unit Design and Management of Organisations

This information is for the 2004/05 session.

Teacher responsible: Dr Bernd Irlenbusch

Availability: Core course for MSc Management (regular route). Available as an option for MSc Management (CEMS/IMEX route) and MSc Management (Public Sector) with the permission of the Course Convenor.

Core syllabus: The course focuses on the analysis of organisations. Organisational theory, in combination with perspectives from other social sciences, is applied to topics of interest to management.

Content: We investigate the internal organisation of the firm. Elements of organisational structure such as hierarchy and promotion, job assignment, profit sharing and leadership are analysed. The course covers organisational decision making, coordination, restructuring, internal labour market, corporate culture, corporate governance and corporate social responsibility. Students are introduced to a set of frameworks which will enable them to critically evaluate contemporary management literature and practice. While organising principle of much of the content of the course has its origins in economics, as applied to issues and ideas relevant to management, we will adopt an interdisciplinary perspective integrating contributions from sociology and psychology. The course complements MN404 **Incentives and Governance in Organizations** but can be taken as a stand-alone course. Whereas MN404 focuses on formal structure, incentive contracts, principal-agent models and topics in finance, this course focuses on aspects of informal structure.

Teaching: 10 one-hour lectures and 10 two-hour classes in the MT.

Reading list: P Milgrom & J Roberts, *Economics, Organization and Management*; M Ricketts, *The Economics of Business Enterprise*; J A Brickley, C W Smith & J L Zimmerman, *Managerial Economics and Organisational Architecture*.

Assessment: A formal two-hour examination in the ST.

MN498 Dissertation and Case Study

This information is for the 2004/05 session.

Teacher responsible: Professor Diane Reyniers

Availability: Compulsory for and exclusive to all MSc Management Regular Route students.

Content: The case study component involves an examination of the recent history of a number of major companies, focusing in particular on strategic choices, organisational issues and overall performance. The aim is to use these case studies as a way of illustrating some of the topics dealt with in the MSc Management programme. Each of the study groups into which the class is divided will be assigned a company, which will form the subject of its case study. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers. Some of these talks will be related to the companies, which form the subject of the case studies. Others will deal more generally with management issues.

The dissertation is based on a topic of the student's choice although the topic must relate to the syllabus for one or more components of the MSc Management programme. Students are allocated an appropriate supervisor whom they can consult from February until the end of July. The dissertation should be a demonstration that students have sufficiently mastered the study of an area of Management to make a contribution which merits attention by other scholars and practitioners in the field.

Teaching: The Case Study component will consist of approximately 40 hours of contact time during the MT and LT. Dissertation supervisors are available for consultation from late February until the end of July, when all

supervision will cease. All meetings with supervisors are instigated by students. The number of contact hours for supervision varies with the nature of the dissertation. Supervisors will initially advise students on approach, coverage, questions to be asked and the outline structure and research design of the dissertation. Supervisors will not give detailed comments on drafts.

Assessment: One dissertation of 8,000 words (70%), Case Study component consisting of a group presentation and a report of up to 2,500 words (30%).

MN499 Dissertation

This information is for the 2004/05 session.

Teacher responsible: Professor Diane Reyniers, G510

Availability: Compulsory for and exclusive to all MSc Management (CEMS/IMEX) and MSc Management (Public Sector) students.

Content: The dissertation is based on a topic of the student's choice although the topic must relate to the syllabus for one or more components of the MSc Management programme. Students are allocated an appropriate supervisor whom they can consult from February until the end of July. The dissertation should be a demonstration that students have sufficiently mastered the study of an area of Management to make a contribution which merits attention by other scholars and practitioners in the field.

Teaching: Dissertation supervisors are available for consultation from late February until the end of July, when all supervision will cease. All meetings with supervisors are instigated by students. The number of contact hours for supervision varies with the nature of the dissertation. Supervisors will initially advise students on approach, coverage, questions to be asked and the outline structure and research design of the dissertation. Supervisors will not give detailed comments on drafts.

Assessment: One dissertation of 10,000 words (100%).

OR401 Half Unit Techniques of Operational Research

This information is for the 2004/05 session.

Teacher responsible: Dr K Papadaki, G309

Availability: The course is compulsory for most MSc Operational Research students. Optional course for MSc Applicable Mathematics.

Pre requisites: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper **Quantitative Methods**.

Core syllabus: An introduction to Operational Research techniques.

Content: **Basic Operational Research Techniques** (OR401.1): A range of OR techniques will be covered. The particular techniques taught may vary slightly from year to year. Topics normally covered are: inventory models, scheduling, queueing theory, replacement, critical path analysis, dynamic programming, markov chains, game theory and linear programming.

Workshop in Computer Software (OR401.2): Applications of computers in OR.

Teaching: Lectures: OR401.1 19 MT and LT. Classes: OR401.1A 19 MT and LT. OR401.2 five x two-hour MT.

Written work: Written answers to problems set in OR401.1 will be expected weekly.

Reading list: Recommended books are: Wayne Winston, *Operational Research: Applications and Algorithms*, Fourth/International Student Edition.

Students may also wish to consult: F S Hillier & G J Lieberman, *Introduction to Operations Research*, 7th edn.

Assessment: A formal three-hour examination, based on the course OR401.1, in ST. The paper contains at least seven questions of which five must be attempted.

OR402 Half Unit Operational Research in Context

This information is for the 2004/05 session.

Teacher responsible: Dr G Appa, G312

Availability: The course is intended for the MSc Operational Research, for which it constitutes a compulsory half-unit paper.

Core syllabus: This course is designed to complement the theoretical emphasis of **Techniques of Operational Research** OR401. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study - by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Content: In addition, students are required to attend two of the following four courses:

- **Operational Research Methodology** (OR402.1): The practice and context of operational research - how they affect each other. Topics covered range from problem formulation and model building through to the

scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical - students will be encouraged to re-examine cherished assumptions, and debate their validity.

- **Selected Topics in Operational Research** (OR402.2): A series of invited speakers present practical illustrations of OR in business or in public agencies.
- **Operational Research Tutorial Class** (OR402.3): Students will be given an OR problem to be solved in groups of about four students. The problem requires the application of commonsense and the use of some of the skills learnt during the course in order to produce a group report by the end of the first week of the ST. A one day session will be held during the last week of the LT on presentation skills, and there will be sessions in the first week of the ST at which each student group will make a presentation of its report to the other students and the OR staff. In addition, students are required to attend two of the following four courses:
 - **Financial Reporting and Management** (AC490) Dr T Ahrens: An overview of management accounting.
 - **Strategic Planning and Management** (OR402.4) Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.
 - **Information Systems Issues** (OR402.5) Dr G Harindranath: An introduction to the relationship of OR and information systems.
 - **Economics of Operational Research** (OR402.6) Mr Max Steuer: An introduction to economics.

Teaching:

- OR402.1 four x one-and-a-half hours MT; six x one-and-a-half hours LT
- OR402.2 seven x two LT
- OR402.3 one x six LT and one x five ST
- AC490 five x two LT
- OR402.4 eight x one-and-a-half LT
- OR402.5 10 x one MT or LT
- OR402.6 10 x one MT or LT

Written work: Any requirements in addition to those listed below will be announced by teachers at the start of their courses.

Reading list: Recommended books (for **Operational Research Methodology**) are: P Keys, *Operational Research and Systems*; G Majone & E S Quade (Eds), *Pitfalls of Analysis*; J Rosenhead (Ed), *Rational Analysis for a Problematic World*

A more extensive reading list will be provided at the start of this lecture course. Useful preliminary reading for Financial Reporting and Management is C T Horngren & G L Sunden, *Introduction to Management Accounting*. Reading for other elements of the course will be recommended by the teachers.

Assessment: There is no formal examination of this course. Assessment weight of 40% is given to a 2,000-3,000 word essay from a list of topics based on the **Operational Research Methodology** course. Another 40% is given to the report and presentation mentioned above under **Operational Research Tutorial class**. Both the essay and the report are evaluated on presentation as well as content. The remaining 20% is allocated to one piece of written work which can be selected from the following lecture courses:

- Financial Reporting and Management;
- Strategic Planning and Management;
- Information Systems Issues;
- Economics for Operational Research.

OR403 Half Unit Computer Modelling in Operational Research

This information is for the 2004/05 session.

Teacher responsible: Dr S Powell, G308

Availability: MSc Applicable Mathematics, MSc Decision Sciences and MSc Operational Research.

Pre requisites: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers **Quantitative Methods** and **Elementary Statistical Theory**. Students must be prepared to use computer packages.

Core syllabus: An introduction to simulation, mathematical programming, and applied statistics.

Content:

- **Basic operational Research Techniques** (OR401.1): Lectures in weeks one and two only. An introduction to linear programming.
- **Basic Mathematical Programming** (OR403.1): Formulation of operational problems using linear and non-linear programming models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.
- **Workshop in Simulation** (OR403.2): Computer simulation models: design, construction and implementation.
- **Applied Statistics** (OR403.3): Revision of Descriptive stats, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA,

simple and multiple regression.

Teaching:

- OR401.1 two MT
- OR403.1 10 MT, OR403.1A nine MT and nine x two computer workshop hours MT
- OR403.2 10 MT and OR403.2A nine MT
- OR403.3 10 MT and OR403.3A nine MT.

Reading list: Recommended are: R Paul & D W Balmer, *Simulation Modelling*; H P Williams, *Model Building in Mathematical Programming*; Wiley; Ramsey & Schafer, *The Statistical Sleuth*, Duxbury; M Chapman & B Mahon, *Plain Figures*; W W Himes & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E Tuft, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*. Students may also wish to consult: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*; H P Williams, *Model Solving in Mathematical Programming*, Wiley; D Smith, *Linear Programming Models in Business*.

Assessment: This course is examined entirely by course work and projects, as follows:

35% for a management report covering the results of a computer simulation program. 35% for mathematical programming based on weekly exercises and/or a final project. Written work is marked on presentation as well as on Content. 30% for a final project for Applied Statistics. The projects are given during the second half of MT for completion by the beginning of LT.

OR404

Applied Operational Research

This information is for the 2004/05 session.

Teacher responsible: Professor R G Bevan, G311

Availability: MSc Operational Research only.

Core syllabus: A substantial project as an introduction to practical Operational Research.

Content: The student will carry out and report upon a substantial practical piece of Operational Research. The project will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: Lectures: OR404 Applied Operational Research and OR418

Applied Decision Sciences: seven MT, three x one LT, one x two LT and three x three hour seminars LT.

In addition each student will be assigned an internal supervisor who will monitor his/her progress on a continuing basis and give tutorial guidance as required.

Reading list: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by the beginning of September.

OR405 Half Unit

Advanced Behavioural Decision Making

This information is for the 2004/05 session.

Teacher responsible: Dr D Read, G313

Availability: For students of MSc Operational Research, MSc Decision Sciences and MSc Management and Regulation of Risk; an outside option for students on other degrees where permitted by the regulations.

Core syllabus: This course is an introduction to the foundations and current state-of-the-art of behavioural decision making. The course will begin with a critical introduction to rational choice theory. Although this theory has been subjected to a great deal of critical appraisal (both theoretical and empirical) over the past half-century, it remains the foundation of the decision sciences. We will follow with a survey of some alternatives to this theory, emphasising prospect theory, which is by far the most influential of these. Once these foundations are established we will then examine some of the most important developments in behavioural decision making. Throughout the course emphasis will be placed on evaluating the empirical support (both from the laboratory and the field) for theoretical claims. Moreover, we will also consider how the knowledge can be applied in the 'real world.' Because empirical tests of theory is at the heart of so much decision research, considerable time will be spent discussing applicable research methods.

Content: Content will vary depending on the status of the field. Provisional list of topics: The concept of utility and rational choice theory; Prospect theory; The Matching Law; Intertemporal choice; Heuristics and Biases; Probability judgment; Social dilemmas; Fair divisions; Construction of preferences; Bargaining and negotiation; Emotions and rationality.

Teaching: 10 x three-hour meetings in MT.

Reading list: R Hastie & R M Dawes, *Rational choice in an uncertain world*, Sage (2001); G Loewenstein, D Read, & R F Baumeister, *Time and Decision: Economic and psychological perspectives on intertemporal*

choice, Russell Sage Foundation; D Kahneman & A Tversky, *Choices, Values and Frames*, Cambridge (2000); T Gilovich D Griffin, & D Kahneman, *Heuristics and Biases: The psychology of intuitive judgment*, Cambridge/Russell Sage Foundation (2002).

Assessment: The course is examined by essay assignments during the year as follows: one written report of approximately 25 pages (70%), one of eight pages and two short written assignments 30%.

OR406 Half Unit

Mathematical Programming

This information is for the 2004/05 session.

Teacher responsible: Dr G Appa, G312

Availability: MSc Applicable Mathematics and as permitted by the regulations.

Pre requisites: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. Previous experience of computers and computer programming will NOT be called for, but students must be prepared to use computer packages and computer terminals.

Core syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Content: As described under the headings of the lecture courses below.

- OR401.1 **Basic Operational Research Techniques**, Lectures weeks one and two only. An introduction to mathematical programming.

- OR403.1 **Basic Mathematical Programming**

- OR406 **Mathematical Programming**. Introduction to theory and the solution of linear and nonlinear programming problems: simplex and interior point algorithms, integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes), decomposition methods, quadratic programming.

Teaching:

- OR401.1 two MT
- OR403.1, OR403.1A see Course Guide OR403
- OR406 18 MT and LT OR406A 18 MT and LT.

Written work: Written answers to set problems will be expected weekly.

Reading list: V Chvatal, *Linear Programming*; G Dantzig & M Thapa, *Linear Programming 1 and 2*; M Padberg, *Linear Optimization and Extensions*; M Bazaraa, J Jarvis & H Sherali, *Linear Programming and Network Flows*; J Nocedal & S Wright, *Numerical Optimization*; S Wright, *Primal Dual Interior Point Methods*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; A Schrijver, *Theory of Linear and Integer Programming*; J More & S Wright, *Optimization Software Guide*; H P Williams, *Model Building and Mathematical Programming*; H P Williams, *Model Solving in Mathematical Programming*.

Assessment: A formal three-hour examination in the ST.

OR408 Half Unit

Combinatorial Optimization

This information is for the 2004/05 session.

Teacher responsible: Dr G Appa, G312

Availability: MSc Applicable Mathematics and as permitted by the regulations.

Pre requisites: Some familiarity with graph theory and some knowledge of programming could be desirable.

Core syllabus: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks.

Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimisation problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory.

Teaching:

- OR408 18 lectures LT,
- OR408A 18 classes LT.

Written work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Reading list: Relevant sections from the following texts will provide useful supplementary reading - N Christofid, *Graph Theory: An Algorithmic Approach*; M R Garey & D S Johnson, *Computers and Intractability*; E Lawler, *Combinatorial Optimization*; E L Lawler, J K Lenstra, Rinnooy Kan & D H Shimoyos (Eds), *The Travelling Salesman Problem*; Nemhauser, Rinnooy Kan & Todd, *Optimization*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; C H Papadimitiou & K Steiglitz, *Combinatorial Optimization*; C F Laywine & G L Mullen, *Discrete Mathematics using Latin Squares*, Wiley & Sons 1998. As concise reference material for the graph theoretic part of the course R Wilson's book *Introduction to Graph Theory* should prove useful.

Assessment: Students will be assessed by a three-hour formal examination in the ST.

OR409 Half Unit

Dynamic Processes and Game Theory

This information is for the 2004/05 session.

Teacher responsible: Dr J Howard, B602

Pre requisites: Students must have a knowledge of Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**; Mathematics to the level of **Quantitative Methods** and Operational Research to the level of **Basic Operational Research Techniques**. Students must be prepared to use micro computers.

Core syllabus: The course aims to give an introduction to discrete and continuous dynamical systems and to deepen and extend students knowledge of game theory and stochastic processes.

Content: The precise Content will vary from year to year to reflect important developments. Areas normally covered are: discrete and continuous dynamical systems; game theory, auction design; queueing theory; replacement; ecology and evolution.

Teaching: OR409 18 LT, OR409A 18 LT.

Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (OR409A).

Reading list: Recommended books are: H M Taylor & S Karlin, *An Introduction to Stochastic Modelling*; K Binmore, *Fun and Games*; J T Sandefur, *Discrete Dynamical Systems*; H C Tijms, *Stochastic Models*; D W Jorgenson, J J McCall & R Radner, *Optimal Replacement Policy*; F S Hillier & G J Lieberman, *Operations Research*.

Assessment: A two-hour formal examination in the ST covering the whole syllabus.

OR411 Half Unit

Problem Structuring Methods

This information is for the 2004/05 session.

Teacher responsible: Dr Alec Morton, G310

Availability: This course is available without prerequisites to students on any MSc programme where the regulations permit. However it is most likely to be of interest to those on the MSc in Operational Research, MSc in Decision Sciences, MSc in Analysis Design and Management Information Systems, MSc in Management, and MSc Management and Regulation of Risk.

Core syllabus: The course provides an introduction to a range of participative methods for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. They are situated by a discussion of the debate on planning theory.

Content:

- **Planning Theory** (OR411.1) The debate on planning theory - rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school, communicative action.
- **Introduction to Problem Structuring Methods** (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. The course will cover, both descriptively and critically, the variety of interactive approaches which have been developed to structure such situations. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping, and Metagames.

Teaching:

- OR411.1: eight LT
- OR411.2: 22 MT, LT and ST; OR411.2A 10 MT and LT.

Written work: Students will be expected to produce a short essay in the LT.

Reading list: Students should buy J Rosenhead (Ed), *Rational Analysis for a Problematic World*.

Recommended reading is: M Camhis, *Planning Theory and Philosophy*; P B Checkland, *Systems Thinking, Systems Practice*; C Eden & F Ackermann, *Making Strategy: the journey of strategic Management*; J K Friend & A Hickling, *Planning Under Pressure*; C Eden & J Radford (Eds), *Tackling Strategic Problems*.

Details of other relevant reading will be provided at the start of the course.

Assessment: Examination will be by a three-hour paper in the ST.

OR414 Half Unit Not available in 2004/05

Advanced Topics in Operational Research

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: The course is intended for students on the MSc in Operational Research and, depending on the topics covered, students from other degrees may be admitted by agreement.

Core syllabus: An examination of new trends in Operational Research. **Content:** The topics selected differ year to year; information is available from the Operational Research office in G305.

Teaching: 15 x two-hour sessions in MT and LT.

Reading list: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Written work: Details will be provided at the start of the course.

Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR417 Half Unit

Advanced Topics in Decision Analysis

This information is for the 2004/05 session.

Teacher responsible: Professor L Phillips, G307

Availability: MSc Decision Sciences only.

Core syllabus: The course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

Teaching: OR417 10 x two-hour LT, OR417A 10 LT.

Reading list: Students are advised to purchase S French, *Decision Theory: An Introduction to the Mathematics of Rationality*

Recommended readings include: S R Watson & D M Buede, *Decision Synthesis*; R Oliver & J Smith (Eds), *Influence Diagrams, Belief Nets and Decision Analysis*; E Jaques, *Requisite Organisation*; L Phillips & M Phillips, *Facilitating Groups: Theory and Practice*; R Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn), Duxbury Press, 1996; P Goodwin & G Wright, *Decision Analysis for Management Judgment*, John Wiley, 1991; R A Howard & J E Matheson (Eds), *Readings on the Principles and Applications of Decision Analysis*, Strategic Decisions Group, 1983; R Keeney & H Raiffa, *Decisions with Multiple Objectives*, John Wiley, 1976; L D Phillips, 'A Theory of Requisite Decision Models', *Acta Psychologica*, 56, 1984; E H Schein, *Process Consultation, Volume II*, Addison-Wesley, 1987.

Assessment: A three-hour examination in the ST. In addition a satisfactory standard must be achieved on three of the four case studies to be submitted during the course.

OR418

Applied Decision Sciences

This information is for the 2004/05 session.

Teacher responsible: Professor L D Phillips, G307

Availability: MSc Decision Sciences only.

Core syllabus: An introduction to the use of Decision Sciences in practice.

Content: The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: See Course Guide OR404. Each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading list: See course guide OR404.

Assessment: See course guide OR404.

OR422

Decision Analysis in Theory and Practice

This information is for the 2004/05 session.

Teachers responsible: Dr J V Howard, B602 and Professor L Phillips, G307

Pre requisites: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**

Core syllabus: This full unit course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Content: Topics covered are the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. The lecture courses are:

- OR201.2 **Elements of Probability** (Lectures only). Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

- ST331.1 **Fundamentals of Decision Theory** (Dr J V Howard). The normative theory of subjective probability and expected utility.

- OR304.1 **Behavioural Decision Theory** (Professor L Phillips). An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

- ST331.2 **Bayesian Statistical Methods** (Dr B Blight). General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

- OR304.2 **Decision Analysis in Practice** (Professor L Phillips). Presents applications of Decision Theory in both public and private sectors, illustrating how Decision Theory is modified and supplemented to provide a workable technology.

Teaching: There are four main lecture courses, each accompanied by a fortnightly class. In addition, the course OR201.1 provides an introduction to probability and statistics. Students attend lectures only for OR201.2.

360 Taught Masters Course Guides

- ST331.1 10 MT, ST331.1B five MT,
- ST331.2 10 LT, ST331.2B five LT,
- OR304.1 10 MT, OR304.1B five MT & LT,
- OR304.2 10 LT, OR304.2B five LT & ST,
- OR201.2 six MT.

Written work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a three-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and five of these questions must be attempted, including at least one on ST331.1.

OR423 Half Unit

Topics in Decision Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr J V Howard, B602 and Professor L Phillips, G307
Pre requisites: Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core syllabus: This half-unit course covers the fundamentals of the theory of decision analysis, and then students may choose to study either Bayesian statistics, or behavioural decision theory, or the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.
Content: The foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. Each student must cover the material in the first lecture course and one of the other three. The courses are as follows:

- ST331.1 **Fundamentals of Decision Theory** (see course guide OR422)
- OR304.1 **Behavioural Decision Theory** (see course guide OR422)
- ST331.2 **Bayesian Statistical Methods** (see course guide OR422)
- OR304.2 **Decision Analysis in Practice** (see course guide OR422).

Teaching: There are four lecture courses.

- ST331.1 and ST331.1B, ST331.2 and ST331.2B see course guide OR422.
- OR304.1 and OR304.1B, OR304.2 and OR304.2B see course guide OR422.

Written work: Written answers to set problems will be expected weekly. Up to three projects will be set during the year.

Reading list: H Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S R Watson & D M Buede, *Decision Synthesis*; P M Lee, *Bayesian Statistics: An Introduction*; P R Goodwin & G Wright, *Decision Analysis for Management Judgment*; D von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*; D V Lindley, *Making Decisions* (2nd edn); J Baron, *Thinking and Deciding* (2nd edn); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn).

Assessment: The course is examined by an essay or project assignment during the year (20%) and by a two-hour formal examination (80%) in the ST. The paper will probably contain two questions on each of the four main topics, and three of these questions must be attempted, including at least one on ST331.1.

OR424 Half Unit

Analytic Frameworks for Policy Evaluation

This information is for the 2004/05 session.

Teacher responsible: Professor G Bevan, G311

Availability: This course is intended for students on the MSc in Operational Research and the MSc in Decision Sciences. Students from other degrees may be admitted by agreement.

Core syllabus: This course develops analytic frameworks for understanding the nature of evaluation of policies where there are fundamental problems of measurement and production of data, outcomes may be uncertain, and where decisions are made (or, may not be made) through complex political processes. The conventional micro-economic solution of a market cannot be applied in a straightforward fashion to the policies examined in this course. These are for goods and services that are not traded, such as the environment, or where it is deemed unacceptable that access ought to depend on ability to pay, such as health and legal services.

Content: The course is organised into five sections: 1) Introduction and Agenda; 2) Measurement; 3) Analysing Decision-Making; 4) Case studies; 5) Overview. The three main sections are:-

- *Measurement* includes discussion of scientific measurement and measurement of social data.
- *Analysing Decision-Making* includes discussion of social choice; decision-making and power; strategies of conflict; justice and equity; market and government failure, and quasi-markets.

• *Case studies* include: the NASA Challenger explosion; developing program budgets in the US and the UK for allocating public expenditures; using social cost benefit analysis to choose a site for the third London airport (the Roskill Commission); using cost-utility analysis to allocate health care fairly to the indigent (the Oregon experiment); designing a hospital payment system to generate incentives for efficiency (US Medicare's Prospective Payment System by Diagnosis-Related Group); designing a system to allocate resources equitably for health care in the UK Hospital (methods of the Resource Allocation Working Party - RAWP); the development of quasi markets in health and legal services.

Teaching: 19 one-and-a-half hour seminars in MT and LT. These seminars are designed to allow discussion in class of material that should be read in advance.

Reading list: The recommended text for the MT is D M Hausman & M S McPherson, *Economic Analysis and Moral Philosophy*, Cambridge University Press, 1996. Useful introductory material is provided by W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar Publishing, 1997. In addition students will be introduced to classic works of leading scholars including: T S Kuhn, *The Structure of Scientific Revolutions* (2nd edn), University of Chicago Press, 1972; J Rawls, *A Theory of Justice*, Oxford University Press, 1971; S Lukes, *Power: A Radical View*, Macmillan Press, 1974; T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973; O E Williamson, *Markets and Hierarchies*, The Free Press, 1975. In the LT students will examine official reports including: Commission on the Third London Airport, *Report*, HMSO, 1971; Department of Health and Social Security, *Sharing Resources for Health in England. Report of the Resource Allocation Working Party* (The RAWP Report), HMSO, 1976; Secretaries of State for Health, Wales, Northern Ireland and Scotland, *Working for Patients*, CM555, HMSO, 1989. Lord Chancellor's Department, *Modernising Justice*, HMSO, 1998.

Assessment: Students will be required to produce two assessed essays of about 3,000 words each. There will be a choice of topics, but students may also, subject to agreement with the teacher responsible, write on a subject of their choice.

OR430 Half Unit

Decision Science Methods

This information is for the 2004/05 session.

Teacher responsible: Dr J V Howard, B602

Availability: MSc Decision Sciences only. It cannot be taken with OR402 **Operational Research in Context**, nor with OR403 **Computer Modelling in Operational Research**

Core syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical factors that enter into the successful execution of projects in Operational Research and Decision Sciences.

Content:

- **Workshop in Simulation** (OR403.2): Computer simulation models: design, construction and implementation.
- **Operational Research Methodology** (OR402.1): The practice and context of OR - how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of OR and to the nature of OR's social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical - students will be encouraged to re-examine cherished assumptions, and debate their validity.
- **Strategic Planning and Management** (OR402.4): Mr J Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

Teaching: See separate entries on OR course guides: OR402.1; OR402.4; OR403.2; OR403.2A.
Reading list: Recommended are: R Paul & D W Balmer, *Simulation Modelling*; A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*; P Keys, *Operational Research and Systems*; G Majone & E S Quade (Eds), *Pitfalls of Analysis*. Other reading will be recommended by the teachers.

Assessment: The course is examined entirely by course work and a project. 45% weight is given to a management report covering the results of a computer simulation program. 35% weight is given to a 2,000-3,000 word essay from a list of topics based on the Operational Research Methodology course. The essay is evaluated on presentation as well as Content. The remaining 20% is allocated to a piece of written work relating to Strategic Planning and Management.

OR431 Half Unit

System Dynamics Modelling

This information is for the 2004/05 session.

Teacher responsible: Dr D C Lane, G410

Availability: The course is intended for students on MSc Operational Research and MSc Decision Science. Students from other degrees are

most welcome but will only be admitted by agreement.

Pre requisites: Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Core syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/iThink) and will be expected to work extensively with quantitative computer models. The practical application of system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere.

Content: The course is structured primarily around three themes, each with its own topics:
Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).
Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).
Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics, further applications, current research problems.

Teaching: 10 x three LT (primarily lectures but including problems classes).

Reading list: J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; J W Forrester, *Principles of Systems*; J Randers, *Elements of the System Dynamics Method*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; G P Richardson, *Feedback Thought in Social Science and System Theory*; P M Senge, *The Fifth Discipline*; D H Meadows, *The Global Citizen*, various research papers from The British Library of Political and Economic Science offprints collection.

Assessment: Examined by three pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (30%), computer model formulation (30%) and analysis of a pre-built simulation model and production of a management report on resulting policy insights (40%). These pieces of work are made available throughout the course and have staged hand-in dates, the last being on the first day of ST.

PH400

Philosophy of Science and Scientific Method

This information is for the 2004/05 session.

Teacher responsible: Dr Roman Frigg, T501a

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences, MSc Economics and Philosophy, MSc Philosophy, Policy and Social Value, MSc Social Research Methods (Philosophy) and MSc Biomedicine, Bioscience and Society. The associated seminar is also available to research students.

Core syllabus: The problem of induction. Theories of confirmation. The nature of scientific theories and laws of nature. Scientific Explanation. Reductionism. Realism versus Antirealism. Reductionism. Sociological perspectives on science. Theories of causation. Philosophy of a special science: Space and Time in Newtonian Physics.

Content: Theory and Observation (weeks 1-4): Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account, Bayesianism. Theories and laws (weeks 5-7): the received view of theories, the semantic view of theories, the regularity view of laws, law idealism, laws as universals, the best systems account, instrumentalism. Explanation (weeks 8-10): the DN model of explanation, statistical explanation, causal explanation, unification. Reductionism (week 11): reductionism and pluralism. Realism versus Antirealism (weeks 12-15): Scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-induction, reductive

empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism, Kuhn and scientific revolutions. Sociological approaches to science (weeks 16-17): Social constructivism, feminism. Causation (weeks 18-19): Hume's, Mill's, Mackie's accounts of causation, counterfactual theories, probabilistic causality and Bayes' nets, transference accounts. Philosophy of a special science (week 20): Space and Time in Newton's physics.

Teaching: Lectures PH201 x 20 (MT, LT). Seminars PH400 20 x one-and-a-half hours (MT, LT). Students on this course may also benefit from attendance at PH551.

Reading list: Detailed reading lists will be distributed during the course as part of handouts.

Preliminary reading: T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*; B van Fraassen, *The Scientific Image*; N Cartwright, *How the Laws of Physics Lie*.

Assessment: A three-hour written examination in the ST.

PH402 Not available in 2004/05

Philosophical Logic and Metaphysics

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: The course is primarily intended for the MSc Philosophy of the Social Sciences and MSc Philosophy and History of Science.

Core syllabus: Some of the main contemporary philosophical problems in philosophical logic and metaphysics. Topics may vary by year.

Content:

- a. **Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics; **probable content for 2003-2004:** truth, names and descriptions, necessity and modality.
- b. **Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism; **probable content for 2003-2004:** modality, causation, substance and identity.

Teaching: PH209 x 20 (MT, LT); Seminars PH402 20 x one-and-a-half hours (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give class presentations.

Reading list:

- a. **Philosophical Logic:** P Geach & M Black (Eds), *Translations from the Philosophical Writing of G Frege*; B Russell, *Logic and Knowledge*; S Kripke, *Naming and Necessity*; R M Sainsbury, *Logical Forms*; J Etchemendy, *The Concept of Logical Consequence*; R Stalnaker, *Inquiry*; D Lewis, *On the Plurality of Worlds*; M Loux (Ed), *The Possible and the Actual*.
- b. **Metaphysics:** P Geach, *Reference and Generality*; D Wiggins, *Identity and Spatio-Temporal Continuity*; J Perry, 'The Same F' in *Philosophical Review*; D Davidson, *Essays on Actions and Events*; P Horwich, *Asymmetries in Time*; J Perry (Ed), *Personal Identity*; R Le Poidevin & M Macbeath (Eds), *The Philosophy of Time*; E Sosa & M Tooley (Eds), *Causation*; G Watson (Ed), *Freewill*. The specific list of readings for the year will be announced in the course handbook.

Assessment: A three-hour written examination in the ST.

PH403

Philosophy of Mathematics

This information is for the 2004/05 session.

Teacher responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MSc Philosophy and History of Science. The lectures and associated seminars are also open to research students. Some knowledge of set theory is helpful but not essential. Advanced knowledge of mathematics is not required since the emphasis is on the broad philosophical issues raised by mathematics.

Core syllabus: The course is concerned with the metaphysics and epistemology of mathematics - what its subject matter is, and how we can have knowledge of it.

Content: Part 1: The metaphysics and the epistemology of geometry and arithmetic: the nature and existence of geometrical objects and numbers, and how we know about them, if we do.

Part 2: The main 20th century views of mathematics. (i) Versions of Logicism; logical paradoxes; type theory; the vicious circle principle. (ii) Finitism and Hilbert's programme; formal systems, consistency and finitary reliability; the significance of Gödel's undecidability theorems. (iii) Intuitionism: the challenge to classical mathematics and to classical logic. (iv) Empiricism: Quine's holism - Mathematics as part of empirical science.

Teaching: Lectures for this course are taught within the London Intercollegiate system at one of the other colleges of the University of London. As with all Master's courses, the chief focus is the seminars. The seminars will review the topics covered in the lectures but considerably deepen and extend the lecture material. Lectures/Seminars PH403 20 x two-hours (MT, LT).

Written work: Students will be required to produce two essays per term and to give class papers.

Reading list: P Benacerraf & H Putnam (Eds), *Philosophy of Mathematics: Selected Readings*; W D Hart (Ed), *The Philosophy of Mathematics*; F Waismann, *Introduction to Mathematical Thinking*; C Parsons, *Foundations of Mathematics in the Encyclopaedia of Philosophy*, Vol 5. Further detailed reading lists will be given during the course.
Assessment: A three-hour written examination in the ST.

PH404

History of Science

This information is for the 2004/05 session.

Teacher responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science.

Core syllabus: Selected topics from the history of modern science with special emphasis on the transmission and further development of Greek science in the Middle Ages and Renaissance, the Copernican Revolution, the development of mechanics to Newton, and the rise of the experimental and mechanical philosophies in the seventeenth century.

Content: The course consists of two parts: lectures - PH404 and seminars - PH404.1 both given weekly at King's College by Dr John Milton.

a. **PH404:** The Greek inheritance: Aristotelian natural philosophy and Ptolemaic astronomy. Medieval natural philosophy. The Renaissance and its consequences. The astronomical revolution: Copernicus, Tycho, Kepler and Galileo. The experimental philosophy and the mechanical philosophy: Bacon and Descartes. Inertial mechanics from Galileo to Huygens. The Newtonian Synthesis.

b. **PH404.1:** weekly seminars aimed at strengthening understanding of the material covered in the lectures, and extending into other areas.

Teaching: Lectures PH404 x 20 (MT, LT); Seminars PH404.1 20 x one-and-a-half hour (MT, LT).

Written work: Students will be expected to write at least two essays per term and give class papers.

Reading list: E J Dijksterhuis, *The Mechanization of the World Picture*; D C Lindberg, *The Beginnings of Western Science*; J North, *The Fontana History of Astronomy and Cosmology*; D Lindberg & R Westman, *Reappraisals of the Scientific Revolution*; T S Kuhn, *The Copernican Revolution*; R S Westfall, *The Construction of Modern Science*; A R Hall, *The Revolution in Science 1500/1750*; R S Westfall, *Force in Newton's Physics*; T Hankins, *Science and the Enlightenment*; H Margolis, *Paradigms and Barriers*.

Assessment: A three-hour written examination in the ST. Students will be required to prepare presentations for the seminars but marks for these will not form part of the final assessment.

PH405

Philosophy of the Social Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr J McKenzie Alexander, T506

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science, MSc Economics and Philosophy and MSc Philosophy, Policy and Social Value, MSc Biomedicine, Bioscience and Society and MSc Social Research Methods (Philosophy). The seminar is also open to research students.

Core syllabus: Philosophical issues concerning the nature of social scientific theory and its applications.

Content: Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of socio-biology and evolutionary psychology. Philosophical problems of particular social sciences such as anthropology, sociology, and economics may also be addressed.

Teaching: Lectures PH203 x 20 (MT, LT); Seminars PH405 20 x one-and-a-half hour (MT, LT).

Written work: Students will be expected to write at least two essays per term and may be asked to give seminar presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*; B Skyrms, *Evolution of the Social Contract*. A useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A three-hour written examination in the ST.

PH407

Foundations of Probability

This information is for the 2004/05 session.

Teacher responsible: Dr Jon Williamson, T301b

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences, MSc Economics

and Philosophy and MSc Social Research Methods (Philosophy). No previous knowledge of probability is assumed.

Core syllabus: The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.

Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. Discussion of at least two of the following topics: Confirmation theory and the Bayesian controversy. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems - particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations.

Teaching: Lectures PH407 x 20 (MT, LT); Seminars PH407.2 x 20 (MT, LT).

Written work: Students are expected to write at least one essay per term.

Reading list: P Laplace, *Philosophical Essay on Probabilities*; J M Keynes, *A Treatise on Probability*; H E Kyburg & H E Smokler (Eds), *Studies in Subjective Probability*; R von Mises, *Probability, Statistics and Truth*; K R Popper, *Realism and the Aim of Science*; D A Gillies, *An Objective Theory of Probability*; C Howson & P Urbach, *Scientific Reasoning: The Bayesian Approach*.

Assessment: A three-hour written examination in the ST.

PH408

Mathematical Logic

This information is for the 2004/05 session.

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required.

Teacher responsible: Professor Colin Howson, T301C

Core syllabus: A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

Content: The propositional calculus; its soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Computers; Code-numbering; recursive functions and relations; recursively enumerable relations. Church's thesis. Formal first-order theories of arithmetic. Categoricity. Tarski's theorem; Gödel's incompleteness theorems.

Teaching: This is an intercollegiate course. Lectures are taught at one of the colleges of the University of London, seminars are held at LSE. Lectures PH200 20 x two-hours (MT and LT); Seminars PH408 20 (MT and LT).

Reading list: The text for the course is H Enderton, *A Mathematical Introduction to Logic* (Academic Press Inc, 1972).

Assessment: A three-hour written examination in the ST.

PH409

Philosophical Foundations of Physics

This information is for the 2004/05 session.

Teacher responsible: Dr Roman Frigg, T501a

Availability: The course is intended for MSc Philosophy and History of Science. The seminar is also open to all research students.

Core syllabus: The first term covers the philosophy of space and time; the second deals with the philosophical foundation of statistical mechanics.

Content: First Term: Space and time: relationism vs substantivalism; the Leibniz-Carke debate; the special and general theory of relativity; space and geometry; handedness; the hole argument; time and becoming, causal and temporal order; classical and quantum cosmology.

Second Term: Thermodynamics and statistical mechanics; probabilities in statistical mechanics; equilibrium theory; Maxwell's demon; the reversibility objection; non-equilibrium theory; statistical mechanics and the direction of time.

Teaching: Lectures PH409.1 x 20 (MT, LT); Seminars PH409.2 10 x two-hours (MT, LT). There is also an optional research seminar in philosophy of natural science (PH551).

Written work: Students will be expected to write at least two essays per term and to give a class presentation.

Reading list: Detailed reading lists will be distributed during the course.

Assessment: A three-hour written examination in the ST.

PH411

Philosophy of Biological and Cognitive Sciences

This information is for the 2004/05 session.

Teacher responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences.

Core syllabus: The course covers the philosophy of psychology and biology and includes a series of lectures on special topics.

Content: The biological and cognitive sciences have given rise to a number of important conceptual problems. In this course we examine the logic of

evolutionary explanations; adaptationism; the debate about levels of selection; the relationship between psychoanalytic and folk psychological explanations; the debate between simulation theory and theory theory; the connectionist challenge to classical computational models of the mind; and recent work on cognition. The last topic focuses especially on evolutionary theories of cognition, and in general there is an emphasis on empirical approaches to philosophical issues in psychology and biology.

Teaching: The main Teaching for this course is a seminar given at King's College PH411.1 10 x one-and-a-half hours (MT, LT) and the intercollegiate masters' Philosophy of Psychology seminar held at Birkbeck College PH411.2 20 x one-and-a-half hours (MT, LT). Students are also expected to attend the intercollegiate Philosophy of Psychology lectures (Birkbeck) PH411 20 x one-hour (MT, LT). Students would also benefit from attending the intercollegiate masters' Philosophy of Mind seminar 20 x one-and-a-half hours (MT, LT) and the intercollegiate Philosophy of Mind lectures.

Reading list: Detailed reading lists are provided for each part of the course; the following should provide a useful introduction to some of the themes discussed: W Lycan (Ed), *Mind and Cognition*, 2nd edn (Blackwell, 1999); E Sober, *Philosophy of Biology*, (Oxford University Press, 1987); P Griffiths & K Sterelny, *Sex and Death* (University of Chicago Press, 1999).

Assessment: A three-hour written examination in the ST.

PH413

Philosophy of Economics

This information is for the 2004/05 session.

Teacher responsible: Dr Richard Bradley, T301a

Availability: The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science, MSc Economics and Philosophy, MSc Philosophy, Policy and Social Value, MPA Public and Economic Policy and MSc Social Research Methods (Philosophy). The seminar is also open to research students.

Core syllabus: Philosophical issues in economics.

Content: The nature of economic theories, models and laws. Explanation and idealisation in economics. Testing economic theories and models. Causal reasoning in economics. Issues in experimental economics. Facts and values. The nature of rationality. Issues in decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Markets and planning. Theories of distributive justice. Welfareism and utilitarianism. Freedoms and capabilities. The notion of equality.

Teaching: Lectures PH211 x 20 (MT, LT); Seminars PH413 20 x one-and-a-half hours (MT, LT).

Written work: Students will be expected to write at least two essays per term.

Reading list: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; L Robbins, *The Nature and Significance of Economic Science*; S H Heap, et al, *The Theory of Choice*; J Rawls, *A Theory of Justice*; R Nozick, *Anarchy, State and Utopia*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond* (1999). Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

Assessment: A three-hour written examination in the ST.

PH415

Philosophy and Public Policy

This information is for the 2004/05 session.

Teacher responsible: Professor Luc Bovens, T402

Availability: The course is primarily intended for MSc Philosophy, Policy and Social Value and MSc Philosophy of the Social Sciences.

Core syllabus: The evaluation of public policy from the perspective of moral theory and political philosophy.

Content: This course explores how historical and contemporary developments in moral theory and political philosophy, that are presented in PH416, clarify issues in public policy. Topics include democracy, the market, liberty, equality, toleration, just war theory, health policy, developmental and environmental policy, and public choice.

Teaching: Lectures PH415 20 x one-hour (MT, LT); Seminars PH415.2 10 x one-and-a-half hours (MT, LT)

Written work: Students will be required to give seminar presentations and to write three small essays per term.

Reading list: Detailed reading lists, including specific articles from relevant journals, will be supplied at the beginning of the course.

Assessment: A three-hour written examination in the ST.

PH416

Philosophy, Morals and Politics

This information is for the 2004/05 session.

Teacher responsible: Mr Alex Voorhoeve

Availability: This course is primarily intended for MSc Philosophy, Policy and Social Value and MSc Philosophy of the Social Sciences.

Core syllabus: Central topics in moral and political philosophy.

Content: We address some basic questions of moral philosophy: How do we judge whether an action is morally right or wrong? If an action is wrong, what reason does that give us not to do it? How and why can we be motivated to act on this reason? We also address analogous questions in political philosophy: how do we judge what justice requires? What reasons do we have to arrange society justly? And, can we be motivated to act on these reasons?

In addressing these questions, we will become familiar with some key ethical and political concepts and categories of evaluation: virtue and vice, right and duty, and good and bad consequences.

We approach these questions by a careful reading of seminal texts in the history of western moral and political philosophy by Aristotle, Aquinas, Hobbes, Locke, Hume, Kant and Mill, and of modern classics by Rawls and Nozick. Throughout, we attempt to link the classic texts to contemporary philosophical debates. The course is also arranged, as far as possible, to provide the general philosophical background for the lectures and seminars in PH415 **Philosophy and Public Policy**.

Teaching: Seminars PH416 20 x one-and-a-half hours (MT, LT); Students are strongly advised to attend PH214 *Morality and Values*.

Written work: Students will be required to give seminar presentations and to write two extended essays per term.

Reading list: A detailed reading list will be supplied at the beginning of the course. Most of the readings will be available on line through the library in an electronic course pack. Reading some introductory texts, particularly at or before the beginning of the course, will greatly help you in getting a view of the central areas of concern and in orienting yourself in relation to more central material. Students without a background in moral philosophy are therefore strongly advised to read at least one introductory text for moral and political philosophy each. For moral philosophy, you could do worse than Bernard Williams' *Morality: an Introduction to Ethics* or Simon Blackburn's *Being Good*. Jonathan Wolff's *An Introduction to Political Philosophy* is also a great way into that subject, as is Will Kymlicka's *Contemporary Political Philosophy*.
Assessment: A three-hour written examination in the ST.

PH418

Philosophical Research and Writing - Economics and Philosophy

This information is for the 2004/05 session.

Teachers responsible: Mr Max Steuer, T501c and Dr Richard Bradley, T301a

Availability: The course is restricted to students taking the MSc Economics and Philosophy.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Among the substantive issues covered may be some of the following: Methodological issues in economics - what counts as a successful economic theory?; When is one rival theory inferior to another?; Are economic theories falsifiable?; The status of assumptions of economic rationality. Issues of ethical and fair behaviour in the economic sphere, both within and between countries.

Teaching: Seminar: 10 x one-hour (M); 10 x two-hour (L).

Assessment: This course is not assessed.

PH419 Not available in 2004/05

Set Theory and Further Logic

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is primarily intended for the MSc Philosophy and History of Science and MSc Philosophy of the Social Sciences but is available as an outside option. Logic (PH101) or a similar introductory course covering the syntax and semantics of sentential and predicate logic is a pre-requisite.

Core syllabus: This course is designed to advance a student's knowledge of formal logic in areas beyond the scope of an introductory course, paying attention to both formal results and their philosophical implications. It provides an introduction to Set Theory and to some extension of or alternative to Classical Logic.

Content: The course is structured in two parts: (a) Set Theory, including: the axioms of set theory and their rationale; Russell's Paradox; relations, functions and orderings; ordinals and cardinals; infinity; the basics of transfinite arithmetic. (b) Extensions of and alternatives to Classical Logic, including one or more of the following: Modal Logic; Intuitionistic Logic; Probability and Decision Theory; Deontic Logic; the logic of vagueness.

Teaching: This course utilises intercollegiate lectures. Lectures PH217 20 x two-hour (MT, LT). Seminars will be taught in-house, PH419 x 20 (MT, LT).

Written work: Written answers to set exercises will be expected on a regular basis, and essays as demanded by the seminar teacher.

Reading list: H Enderton, *Elements of Set Theory*, Academic Press; K J Devlin, *Fundamentals of Contemporary Set Theory*, Springer-Verlag; G

Hughes & M Cresswell, *An Introduction to Modal Logic*, Routledge; D Gabbay & Guenther, *Handbook of Philosophical Logic*, Reidel; V McGee, *Truth, Vagueness and Paradox*, Hackett; R Hilpinen, *Deontic Logic*, Reidel; B Skyrms, *Choice and Chance*, Wadsworth; E Adams, *A Primer for Probability Logic*.

Assessment: A three-hour written examination in the ST.

PH420

Special Topics in the Philosophy of Natural and Social Science

This information is for the 2004/05 session.

Teacher responsible: Dr Stephan Hartmann, T401a

Availability: This course is primarily intended for the MSc Philosophy and History of Science and MSc Philosophy of the Social Sciences but is available as an outside option.

Pre requisites: Students must already have taken or be taking PH400 or PH405.

Core syllabus: Philosophical issues connected with the natural and social sciences.

Content: The course will cover a number of advanced topics in the philosophy of natural and social science. Precise information on the course content will be made available on public folders before the beginning of the course.

Teaching: Lectures PH300x 20 (MT, LT). Seminars PH420 20 x one-and-a-half hours (MT, LT).

Written work: Students will be expected to write at least two essays per term and to give seminar presentations.

Reading list: A detailed reading list will be provided at the beginning of the course. For background readings consult the readings for PH400 and PH405.

Assessment: A three-hour written examination in the ST.

PH421

Philosophical Research and Writing Seminar - Philosophy, Policy and Social Value

This information is for the 2004/05 session.

Teacher responsible: Professor Luc Bovens, T402

Availability: The course is restricted to students taking the MSc Philosophy, Policy and Social Value.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings some core topics in the philosophy and social policy may be discussed.

Teaching: Seminar: 10 x one-hour (MT); 10 x two-hour (LT).

Assessment: This course is not assessed.

PH422

Philosophical Research and Writing Seminar - Philosophy of Social Science

This information is for the 2004/05 session.

Teacher responsible: Dr J McKenzie Alexander, T506

Availability: The course is restricted to students taking the MSc Philosophy of the Social Sciences.

Core syllabus: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation.

Content: Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings, topics to be discussed include the structure and content of an MSc dissertation in Philosophy, the grading rubric used for marking dissertations, and possibly some core topics in the philosophy of social science may be discussed, including:

Methodological issues such as the role of mathematical models, methodological individualism and its rivals, autonomy of the social sciences.

Teaching: Seminar: 10 x one-hour (MT); 10 x two-hour (LT).

Written work: A number of assignments whose completion will aid the writing of the dissertation will be set over the course of MT and LT.

Assessment: This course is not assessed.

PH499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Programme Director of relevant MSc programme

Availability: For students taking the MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences, MSc Philosophy, Policy and Social Value and MSc Economics and Philosophy.

Core syllabus: Students are required to write a 10,000-word dissertation on a topic within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.

Teaching: For students taking the MSc Philosophy of the Social Sciences, preparation for the dissertation will be through the seminar PH422; 10 x one-hour (MT); 10 x two-hour (LT).

For students taking the MSc Philosophy Policy and Social Value, preparation for the dissertation will be through the seminar PH421; 10 x one-hour (MT); 10 x two-hour (LT).

For students taking the MSc Economics and Philosophy, preparation for the dissertation will be through the seminar PH418; 10 x one-hour (MT); 10 x two-hour (LT).

For students taking the MSc Philosophy and History of Science, preparation for the dissertation will be through personal supervision.

(Please see the Departmental course booklet for details).

Assessment: The course is assessed 100% by Dissertation. Dissertations must be submitted on a specified date in September in the academic year registered. (Part-time students are required to submit their dissertations in the September of their second year of part-time registration). All details are given in the Departmental course booklet.

PS400

Contemporary Social Psychology

This information is for the 2004/05 session.

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: This is the core course for the MSc Degree in Social Psychology. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Students on the MSc Degree in Organisational and Social Psychology who are exempt from taking PS443 may enrol.

Core syllabus: Selected topics in modern social psychology.

Content: The relationship between the individual and society; social psychology in historical perspective; epistemological issues in social psychology; self and society; social identity, attribution theory; social representation; attitudes; the relations between culture and psychology; applied aspects of social psychology.

Teaching: Lecture (PS400) (two-hours) x 20 MT, Class (PS400.A) (one hour) x five MT.

Written work: One written assignment of 5,000 words required.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981; C Fraser & G Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), *Social Representations*, CUP, 1984; K Danziger, *Naming the Mind: How psychology found its language*, Sage, 1997; M Billig, *Arguing and Thinking: A rhetorical approach to social psychology*, CUP, 1987; J Israel & H Tajfel, *The Context of Social Psychology*, Academic Press, 1972; K Deaux & G Philogene, *Representations of the Social*, Blackwell, 2001; S Moscovici, *Social Representations: Explorations in Social Psychology*, Polity, 2000.

In addition Reading lists on specific topics will be distributed during the course.

Assessment:

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2. One written assignment of not more than 5,000 words (50%).

PS404

Organizational Social Psychology

This information is for the 2004/05 session.

Teacher responsible: Professor Patrick Humphreys, S303

Availability: Core course for MSc Organisational and Social Psychology. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational investigation, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

Content: Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; understanding and aiding the creative transformation of organisations on work: a social psychological perspective; organisational representations; social processes in organisations; the cultural image of

organisations; cultural processes in organisations; changing working lives; knowledge and organising; job design, motivation and stress; from groups to teams in organisations; frameworks for understanding organisational decision-making: discourses, communication and space; organisational transformation; management of change; resistance and organisational learning; concepts of 'community' in organisations, empowerment in communities; implications for practice.

Seminars in the LT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain.

Teaching: Lecture (PS404) (one-and-a-half hours) x 20 MT; Seminar (PS404) (one-and-a-half hours) x 10 LT. Class (PS404.A) (one-hour) x five fortnightly MT devoted to the further analysis of specific organisational issues.

Written work: One written assignment of not more than 5,000 words.

Reading list: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998; E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; E Jaques, *Requisite Organisation*, Casson Hall, 1989; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; D Hoskins & I Morley, *A social psychology of organising*, Simon and Schuster, 1992; K E Weick, *Sense making in organisation*, Addison Wesley, 1995; P Humphreys et al (Eds), *Decision Support in Organizational Transformation*, Chapman & Hall, 1997.

Assessment:

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2. A written assignment of not more than 5,000 words (50%) communication technologies.

PS408

Research Report: MSc Social and Public Communication

This information is for the 2004/05 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social and Public Communication students only.

Core syllabus: An empirical investigation of a social psychological issue, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses. PS408 includes a short series of structured workshops (organised by Mr Steve Bennett, Superintendent Technician) to introduce students to the specialised facilities for research available in the Institute. These workshops will normally be in the MT. Work on student projects will be supported and guided by case study work in the MT and LT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus an electronic copy must be handed into the Institute Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS410 Half Unit Not available in 2004/05

Social Representations

This information is for the 2004/05 session.

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. An advanced knowledge of any of the following is considered relevant: psychology, sociology, anthropology, linguistics or philosophy.

Core syllabus: To acquaint students with the richness and diversity of modern research on social representations and to relate it to other forms of social psychology, especially other sociological forms of social psychology.

Content: Moscovici's study of psychoanalysis and his choice of Durkheim as the ancestor of this tradition of research. Social representations of health (including mental health), disability and illness. Social representations of childhood. Common sense, science, technology and

the public's understanding of both science and technology. The relationship between theory and method in the study of social representations. The theory and some of its critics. The relationship between social representations and other theories in the social sciences. Individual representations and the collective representation of the individual. The collective nature of widespread beliefs eg scripts, plans, scenarios, narratives, etc and the social nature of social movements eg Greenpeace, Friends of the Earth etc. The role of the mass media of communication in the creation and dissemination of representations. A special theme, this session, concerns images and representations. This will include extensive coverage from NASA of the 1969 moon landing. This will comprise a case study in the social psychology of globalisation. The use of images in advertising will also be covered.

Teaching: Lecture (PS410) (one-hour) x 10 LT; Class (one-hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: Set text: Two out of: D Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I Marková & R M Farr (Eds), *Representations of Health, Illness and Handicap*, Harwood, 1994; M Bradbury, *Social Representations of Death and Loss: An urban ethnography*, Routledge, 1999; H Joffe, *Risk and 'The Other'*, CUP, 1999.

Other texts: R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; C Fraser & G Gaskell (Eds), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990; R M Farr (Guest Editor), *Journal for the Theory of Social Behaviour*, Vol 17, No 4, Special Issue on 'Social Representations', 1987; S Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985; Special issue of *Culture and Psychology*, Vol 4, No 3, 1998 on Social Representations; R M Farr, 'Common sense, science and social representations', *Public Understanding of Science*, Vol 2, No 3, 1993.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS411 Half Unit

Social Psychology of the Media

This information is for the 2004/05 session.

Teacher responsible: Professor Patrick Humphreys, S303

Availability: MSc Media and Communications, MSc Media and Communications (Research) and MSc Organisational and Social Psychology. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course encourages a critical attitude to the media and considers their influence on individuals and society in general. Throughout the course, the following concerns are addressed: the nature of communication and problems in defining its effectiveness; the role of the media in providing information to its audience; the ideological functions of the media; media representations of minority groups or controversial issues and how these may influence people's attitudes.

Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of Contents and effects. The power and social context of the media. Conflicting views on children in the media; children as an active audience. Drama and storytelling in the media: cultural products; case studies of television drama production; images of blackness on television, perpetuating stereotypes? Propaganda through the media: war propaganda, election campaigns, encouragement of stereotypes. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching: Lecture/seminar (PS411) (two hours) x 10 MT; Classes (one hour) x five fortnightly, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: E Cashmore, *And then there was Television*, Routledge, 1994; J Fiske, *Television Culture*, Routledge, 1987; A Wernick, *Promotional Culture*, Sage, 1991; M Sturken & L Cartwright, *Practices of Looking: An Introduction to Visual Culture*, Oxford, 2001; A Briggs & P Copley (Eds), *The Media: An Introduction*, Longman, 1998; R Nelson, *TV Drama in Transition: Forms, Values and Cultural Change*, Macmillan, 1997. Additional Reading lists will be given out at the beginning of the Session.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS413 Half Unit Not available in 2004/05

Psychology of Gender

This information is for the 2004/05 session.

Teacher responsible: Dr Jan Stockdale, S366

Availability: Students on degrees without a psychology or gender component may only attend subject to numbers, their own degree

regulations and at the discretion of the Teacher responsible.

Core syllabus: The course examines recent directions in research, methodological issues and theoretical developments relating to psychological aspects of gender.

Content: Using a social psychological perspective, the course examines the development of gender as an analytical category, its role in theoretical development and debate, and its impact on individual action, social interaction and the societal context. Specific issues include: the construction of gender and its implications for how people construe themselves and others; the production of gendered knowledge and identity; communicating gender through language; gendered aspects of emotion and health; power; the practice of gender and multiple masculinities; workplace relations, opportunity and achievement.

Teaching: Lecture/Seminar (PS413) (two hours) x 10 LT; Class (PS413.B) (one hour) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: D L Anselmi & A L Law, *Questions of Gender: Perspectives and Paradoxes*. McGraw Hill, 1998; L Brannon, *Gender: Psychological Perspectives*, 3rd edn, Allyn & Bacon, 2002; K Clatterbaugh, *Contemporary Perspectives on Masculinity: Men, Women and Politics in Contemporary Society*, Westview Press, 1997; M M Gergen & S N Davis (Eds) *Toward a New Psychology of Gender: A Reader*, Routledge, 1997; M R Walsh (Ed) *Women, Men and Gender: Ongoing Debates*, Yale University Press, 1997.

A full Reading list will be available at the beginning of the course.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS415 Half Unit

The Social Psychology of Economic Life

This information is for the 2004/05 session.

Teacher responsible: Professor George Gaskell, B811

Availability: MSc Media and Communications, MSc Media and Communications (Research) and MSc Organisational and Social Psychology. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's representations, attitudes, choices and behaviours in the economic sphere.

Content: Rationality in individual and collective decision taking. The scientific and lay representations of risk. Trust in contemporary society. Consumer behaviour, fashion and the symbolic aspects of consumption. Equity and justice. Behavioural economics.

Teaching: Lecture (PS415) (one hour) x 10 LT; Class x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, *The New Economic Mind: The social psychology of economic behaviour*, Harvester, 1995.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS418 Half Unit

Social Psychology of Health

This information is for the 2004/05 session.

Teacher responsible: Dr Catherine Campbell, S387

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The application of social psychology to concepts, systems and problems of health and well-being in their social context.

Content: Health and well-being (physical, mental and social), viewing the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness. Health and social identity. Theoretical debates regarding determinants of health-related behaviours; implications of these debates for health promotion campaigns and policies (information-based campaigns, peer education, community participatory approaches, public health policy) - in both developed and developing country contexts. Health and social capital (social networks; community cohesion). The social construction of sexuality and its implications for health. Social psychological dimensions of HIV-prevention and AIDS care. Doctor-patient relations. Dominant and alternative/complementary approaches of health and healing. Mental ill-health and psychotherapy.

Teaching: Lecture/Seminar (PS418) (two hours) x 10 LT. Class (PS418.A)

(one hour) x 10, directed to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: M Crossley, *Rethinking health psychology*, Open University Press, 2000; J Ogden, *Health Psychology - A Textbook*, Open University Press, 2000; S Nettleton, *The sociology of health and illness*, Polity, 1995; M Foucault, *The history of sexuality*, Vol 1, Penguin, 1976/1990; D Lupton, *Medicine as culture: illness, disease and the body in western societies*, Sage, 1994; P Bennett & S Murphy, *Psychology and health promotion*, Open University Press, 1997; K Tones & S Tilford, *Health education: effectiveness, efficiency and equity*, Sage, 1997; P Friere, *The pedagogy of the oppressed*, Penguin, 1970/1993; C Campbell, *Letting them die: why HIV/AIDS prevention programmes fail*, Bloomington: Indiana University Press, 2003; R Wilkinson, *Unhealthy Societies - the afflictions of inequality*, Routledge, 1996; A Peterson & D Lupton, *The New Public Health - health and self in the age of risk*, Sage, 1996.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS421 Half Unit Not available in 2004/05

Issues in Social Psychology: Evolutionary Psychology

This information is for the 2004/05 session.

Teacher responsible: Dr Andy Wells, S305

Availability: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: An introduction to evolutionary theory and its applications to social psychology.

Content: Darwin's theories of natural and sexual selection. Fisher's runaway model, Zahavi's handicap theory, indicator theory. Evolutionary genetics. The nature-nurture controversy. Trivers' parental investment theory, Hamilton's kin selection theory. Gender issues in evolutionary biology. Altruism between individuals and groups. Mate choice. Homicide, violence and aggression. Gene and culture co-evolution.

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT.

Written work: A 3,000 word written assignment is required.

Reading list: C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*, Lawrence Erlbaum Associates, Hillsdale, NJ, 1998; H Cronin, *The Ant and the Peacock*, CUP, 1991; C Darwin, *On the Origin of Species by means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life*, John Murray, London, 1859. Facsimile reproduction with an introduction by Ernst Mayr, Athenaeum, New York, 1967; C Darwin, *The Descent of Man and Selection in Relation to Sex*, John Murray, London, 1871. Facsimile reproduction with an introduction by J T Bonner & R M May, Princeton University Press, 1981; R H Frank, *Passions Within Reason. The Strategic Role of the Emotions*, W W Norton & Company, New York, 1988; P A Gowaty (Ed), *Feminism and Evolutionary Biology. Boundaries, Intersections and Frontiers*, Chapman and Hall, London, 1997; S B Hardy, *Mother Nature. Natural Selection and the Female of the Species*, Chatto & Windus, London, 1999; G Miller, *The Mating Mind. How Sexual Choice Shaped the Evolution of Human Nature*, Heinemann, London, 2000; R Trivers, *Social Evolution*, Benjamin Cummings, Menlo Park, CA, 1985.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS428 Half Unit

Knowledge Processes in Organizations

This information is for the 2004/05 session.

Content: The course will cover topics such as: *Organisations in the Knowledge Society*; Knowledge-intensive companies. *Knowledge processes inside the organization*; i) Innovation, learning, storage and dissemination of knowledge; ii) Individual, organisational and community approaches to learning, Communities of practice; iii) Knowledge and ICTs. The technical actor; iv) Disseminating and sharing knowledge: storytelling as knowledge transmission. *Knowledge processes beyond the organisation*; i) Addressing organisational development: complex and co-evolving organisations; ii) New ways of organising: virtual spaces, organisational networks and on-line communities. *Implications for research and practice*.

Teacher responsible: Dr Lucia Garcia-Lorenzo, S311

Availability: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible for the course.

Core syllabus: The course addresses the results of the interaction between people and organisational settings especially in relation to knowledge and organisational development. The course will look at the new opportunities that the processes of globalisation, virtualisation and de-territorialisation of work have opened for new ways of organising and for different forms of institutional involvement. Taking into account how

these trends shape and are shaped by our daily working practices the course will focus on the evolution of organisational knowledge exploring the different processes of generating, communicating and sharing it within and across organisations. See also www.psych.lse.ac.uk/kode/

Teaching: Lecture (one hour) x 10 LT; Class/Seminar x 10 LT. Students will be expected to make extended use of the course intranet - WebCT supported for on-line discussions and group presentations.

Written work: A 3,000 word written assignment required.

Reading list: Reading lists will be provided for each topic, the following are of general use; M Alversson & H Willmott, *Critical management studies*, Sage, 1992; P Berger & T Luckmann, *The social construction of reality. A treatise in the sociology of knowledge*, Penguin, 1991; M Castells, *The rise of the network society*, Blackwell, 1996; B Czarniawska, *A narrative approach to organisation studies*, Qualitative research methods series, London: Sage, 1988; M Dierkes, A B Natsal, A B J Child & I Nonaka, *Handbook of Organisational Learning and Knowledge*, Oxford University Press, 2001; S Little, P Quintas & T Ray, *Managing Knowledge. An essential reader*, Sage and Open University Press, 2002; R Stacy, *Complexity and Management*, Routledge, 2002; K E Weick, *Sensemaking in organisations*, Sage, 1995.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS429

The Social Psychology of Communication

This information is for the 2004/05 session.

Teacher responsible: Dr Martin Bauer, B804

Availability: This is a full-unit core course intended for students enrolled on the MSc Social and Public Communication programme. Other students may access this course subject to space and following discussion with the Course Convenor.

Core syllabus: The course examines core theories towards a social psychology of communication. Issues raised will refer to verbal and non-verbal, face-to-face, rumours and mass mediated, as well as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication.

Content: Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.

Teaching: 20 x one-and-a-half hour weekly seminars. 10 x one-hour weekly seminars.

Written work: An assignment of not more than 5,000 words is required.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997; R Heath & B Jennings, *Human communication theory and research: Concepts, contexts, and challenges* (2nd edn), Lawrence Erlbaum, 2000, A Mattelart & Mattelart, *Theories of Communication: a short introduction*, Sage, 1998; D McQuail, *McQuail's mass communication theory* (4th edn), Sage, 2000; R Rice & C Atkin, *Public communication campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995; D Sperber & D Wilson, *Relevance: communication and cognition*, Cambridge, 1995.

Assessment:

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. A written research assignment of not more than 5,000 words (50%).

PS433

Report: MSc Social Psychology

This information is for the 2004/05 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social Psychology students only.

Core syllabus: An empirical investigation of a social psychological issue, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the LT. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her

option courses. PS433 includes a short series of structured workshops (organised by Mr Steve Bennett, Superintendent Technician) to introduce students to the specialised facilities for research available in the Institute. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two hard copies of the Report plus electronic copy must be handed into the Institute Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS434

Research Report: MSc Organizational and Social Psychology

This information is for the 2004/05 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Organisational and Social Psychology students only.

Core syllabus: Theoretical analysis or empirical research relating to the programme Content, carried out on the student's own initiative, under the supervision of a member of staff.

Content: The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of a dissertation (extended essay) or an empirical research project. Students must obtain the approval of their supervisors before embarking on any research. PS434 includes a short series of structured workshops (organised by Mr Steve Bennett, Superintendent Technician) to introduce students to the specialised facilities for research available in the Institute. These workshops will normally be in the MT.

Topic selection and supervision: Towards the end of the MT a 'Research Report Topic Selection' meeting is held at which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus electronic copy on CD or diskette must be handed into the Institute Office in August (exact date to be confirmed). It should not be less than 10,000 words and should not exceed 15,000 words in length. The electronic version of this report may be annotated with pictures and video clips. If this is the case it should be presented in PDF or NightKitchen/Expanded Book format.

PS437 Half Unit

Representations, Institutions and Communities

This information is for the 2004/05 session.

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The objective of the course is to allow students to explore in depth the relationship between social representations and social contexts, with especial attention to the construction of everyday forms of knowledge, institutional functioning and community life.

Content: The social context of representational activity: (i) The genesis and development of representations, (ii) The public nature of representations, (iii) Time and place in the construction of representations: Memory and identity; Representing institutions and communities: (i) Institutions: The symbolic and the material in the life of communities, (ii) The instituting and the instituted in the life of communities, (iii) Institutions and communities as potential space; Representing/constructing Others: (i) The other institutionalised: strategies of classification, segregation and exclusion, (ii) The other in the community: strategies of habituation, denial and differentiation, (iii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment.

Teaching: Lecture (one hour) (PS437) x 10 LT, seminar/class (one hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: D Jodelet, *Madness and Social Representations* (1991); M Douglas, *How Institutions Think* (1987); C Castoriadis, *The Imaginary*

Institution of Society (1987); M Foucault, *Madness and Civilization* (1971); J Habermas, *The Theory of Communicative Action*, Vol I and II (1987); S Freud, *Civilization and Its Discontents* (1930), *Group Psychology and the Analysis of the Ego* (1921), D W Winnicott, *Playing and Reality* (1971); I Martin-Baró, *Writings for a Liberation Psychology* (1994).

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS438 Half Unit**Corporate Communications**

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: Mainly for: MSc Social Psychology, MSc Organisational and Social Psychology; and MSc Social and Public Communications students. Students from other programmes can access this course subject to space and discussions with the teacher responsible.

Core syllabus: The objectives of the course are to provide an introduction to organisational communication, internal and external, in particular the practices of public relations and corporate communications, and their evaluation, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall management of organisations.

Teaching: Combined lecture/seminar (PS438) (two hours) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: To be announced.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of 5 (50%).
2. A written assignment of not more than 3,000 words (50%).

PS439 Half Unit**Science, Technology and Resistance**

This information is for the 2004/05 session.

Teacher responsible: Dr Martin Bauer, B804

Availability: MSc Media and Communications, MSc Media and Communications (Research), MSc New Media, Information and Society and MSc Organisational and Social Policy. Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the Teacher responsible.

Core syllabus: In this course we will analyse functionally how resistance, expressed in public opinion as the interplay of mass media, public perceptions and activism, impact on technological trajectories. New technology is neither good nor bad, nor is it neutral. It is a negotiated project, a growing web of engineers, lawyers, regulators, users etc, in a dynamic configuration of ideas, materials, affiliations and dissent. The discussions explore issues leading toward a social psychology of objectification.

Content: Public opinion and representations of science and technology make and brake technological projects such as nuclear power, information technology, genetic engineering and nanotechnology. While being partially supportive, public opinion often resists: why and to what effect? This is modelled in analogy to 'acute pain' (Bauer, 1991, 1997). We will explore conceptions of 'resistance' in psychotherapy, attitude research, rural studies, risk analysis and communication, media perfect studies, group dynamics, public understanding of science, and studies of social influence. Students are expected to appreciate theory driven empirical research.

Teaching: Combined lecture (one hour) (PS439) x 10 LT, + seminar/class (one hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Reading list: M Bauer (Ed), *Resistance to new technology - nuclear power, information technology, biotechnology*, CUP, 1997; J Carloppio, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; B Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; B Latour, 'On inter-objectivity', *Mind, Culture and Activity*, 3, 228-245, 1996; T Marteau & M P M Richards (Eds), *The Troubled Helix: Social and psychological implications of the new human genetics*, CUP, 1996; J Van der Plight, *Nuclear Energy and the Public*, Blackwell, 1992; S R Weart, *Nuclear Fear: A history of images*, Harvard University Press, 1988; M Bauer & G Gaskell, *Biotechnology - the making of a global controversy*, CUP, 2000. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS443 Half Unit**Modern Social Psychology**

This information is for the 2004/05 session.

Teacher responsible: Dr Jan Stockdale, S366

Availability: A compulsory half-course unit for MSc Organisational and Social Psychology and MSc Social and Public Communication. Students on these degrees who have a prior knowledge of social psychology may request an exemption from this course from their Programme Director. Other students may attend subject to numbers, their own degree regulations and at the discretion of the Teachers responsible.

Core syllabus: The course provides an overview of key theories and concepts in social psychology.

Content: The perspective of social psychology; the social nature of the self; social identity and inter-group relations; causal representations; social influence and ideology.

Teaching: 10 x two-hour lecture/seminar (PS443) MT.

Reading list: M Augoustinos & I Walker, *Social Cognition: An Integrated Introduction*, London: Sagem, 1995; R Brown, *Social Psychology* (2nd edn), Collin-Macmillan, New York, 1986; H Tajfel, *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press, 1981; M Hewstone, W Stroebe, J-P Codol, & G M Stephenson, *Introduction to Social Psychology: A European perspective* (2nd edn), Blackwell, 1996 (set text); H Himmelweit & G Gaskell (Eds), *Societal Psychology*, Sage, 1990; D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Volume II, McGraw Hill, 982-1026, 1998; M A Hogg & G M Vaughan, *Social Psychology* (3rd edn), Pearson Prentice-Hall, 2002 (set text).

A full reading list will be available at the beginning of the course.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS445 Half Unit Not available in 2004/05**Organizational and Social Decision Making**

This information is for the 2004/05 session.

Teacher responsible: Professor Patrick Humphreys, S303

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: This course starts with a short historical introduction (which helps in understanding where the technical terms currently used in the field actually come from), followed by a primarily problem and people centred, rather than formal, approach to the subject, with a number of case studies of organisational and social decision making, and of attempts to provide support for decision making in organisations.

The course will examine the discourses and processes involved in forming judgments, planning actions and evaluating their consequences, what happens in societal decision making when people have conflicting objectives, how risk is experienced and analysed. Techniques for aiding decision making are explored, and ways in which decision support may be embedded in process supporting organisational management and change are investigated.

Content: The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the decision problem and examine both the formal techniques and the kind of discourses employed in negotiating and constructing representations of "the decision problem", securing agreement on "the decision" and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a "problem owner" but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of "the problem", on experts and perhaps on some computer based "decision support system" which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as artefacts by those people who participate in the making of decisions and attempt to get them implemented in organisational contexts. In social decision making we shall examine cases where different stakeholders or interest groups have different views and motivations concerning the effects (and side-effects) of decision making which may have wide-ranging social impact. We shall examine how decision theory, originally developed as a theory informing individual, "rational" decision making, may be situated and developed as a methodology shaping social decision making in a wide range of contexts.

Teaching: Lecture/Seminar (PS445) (two hours) x 10 LT. Class (PS445.A) (one hour) x five fortnightly LT, devoted to in-depth analysis of specific material.

Written work: 3,000 word written assignment required.

Reading list: L R Beach, *The Psychology of Decision Making: People in Organisations*, Sage, 1997; M Zeg, *Rational Choice and Organisational*

Theory: A Critique, Sage, 1998; P C Humphreys et al, *Decision Support in Organisational Transformation*, Chapman and Hall, 1997; J Ansell & F Wharton, *Risk: Analysis, Assessment and Management*, Wiley, 1992; D Berkeley, G Widmeyer, P Brezillon & V Rajkovic, *Context Sensitive Decision Support Systems*, Chapman and Hall, 1998; D Von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*, Cambridge University Press, 1986; P R Kleindorfer, H C Kunreuther & P H Schoemaker, *Decision Sciences: An Integrative Perspective*, Cambridge University Press, 1993; P Humphreys & P Brezillon, *Decision Systems in Action*, Hermes, 2001; O Larichev & D L Holson, *Multiple Criteria Analysis in Strategic Citing Problems*, Kluwer, 2001; C Jaegar et al, *Risk, Uncertainty and Rational Action*, Earthscan, 2001.

Assessment:

1. A formal two hour examination in the ST: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS446 Half Unit**Issues in Organizational and Social Psychology:****Organizational Life**

This information is for the 2004/05 session.

Teachers responsible: Dr Lucia Garcia-Lorenzo, S311 and Mr Barry Rogers

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course aims to give a social psychological perspective on the elements of continuity and change in contemporary organisational life allowing students to develop a critical and reflective understanding of these key processes. The course will be informed throughout by a dual mandate: a rigorous approach to theory yet one firmly placed within the context of emerging organisational issues and relevant, current topics of debate. It develops the basic conceptual themes explored in the PS404 while providing detailed focus on a range of contemporary organisational issues - students will be actively encouraged to relate key themes covered to 'unfolding' organisational issues in the press and media. In line with this approach, a primary focus for the course in 2004/2005 will be the 'career' and the changing nature of the employment relationship.

Content: *Elements of continuity and change in organisational life* - globalisation & knowledge. Production as a service industry. *The boundaryless organisation* - from workplace to workspace. The changing nature of the social in, around and outside organisations. Social psychological issues associated with new ways of working. *Making sense of the career* - models of structure and agency. Project work. Career enactment. *Managing the employment relationship* - a critical look at the role of HR within the contemporary organization. *Leadership and strategy* - models of innovation and creativity. Managing under uncertainty. *The inclusive organisation* - ethics, social responsibility and cultural diversity. Career fragmentation and the feminisation of the workspace - winners and losers, reality or rhetoric? *Models of organisational communication* - from 'silver bullet' to organisational 'listening'. Multiple rationalities. Implications for models of management and for methodology. *People, our greatest asset?* - framing people policy on the continuum between trust and control. The emerging complexity of the employment relationship.

Teaching: Lecture (one hour) x 10 LT, Seminar (one hour) x 10 LT.

Written work: 3,000 word assignment required.

Reading list: Detailed references and class topics are distributed in the first lecture of the series. The following are of general use: M B Arthur, K Inkson & J K Pringle, *The New Careers: Individual Action and Economic Change* Sage, 2000; S R Barley, 'Careers, Identities and Institutions: The legacy of the Chicago School of Sociology', in M B Arthur, D T Hall & B S Lawrence (Eds), *Handbook of Career Theory*, Harvard University Press, 1989; P Berger & T Luckmann, *The social construction of reality*, Penguin, 1967; S J Frenkle, M Korczynski, K A Shire & Tam, *On the front line: Organization of Work in the Information Economy*, ILR Press, Ithaca, New York, 1999; J Pfeffer, 'Understanding Organizations: Concepts and Controversies' in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, 4th edn, Vol 2, pp 733-778, McGraw-Hill, New York, 1998; E Wenger, *Communities of Practice: learning, meaning and identity*, Cambridge University Press, 1999; K E Weick, *Sensemaking in Organisations*, Sage, California, 1995.

Assessment:

1. A formal two-hour examination in ST. Questions from a choice of five (50%); and
2. A written assignment of not more than 3,000 words (50%).

PS451 Half Unit**Cognition and Culture**

This information is for the 2004/05 session.

Teacher responsible: Dr Bradley Franks, S313

Availability: Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the

discretion of the Teacher responsible.

Core syllabus: The course examines recent directions in research relating to the relationships between mind and culture.

Content: Theoretical issues including: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universalism; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT.

Written work: 3,000 word assignment required.

Reading list: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use: S Atran, *Cognitive Foundations of Natural History*, Cambridge University Press, 1990; P Boyer, *The Naturalness of Religious Ideas*, University of California Press, 1996; D E Brown, *Human Universals*, McGraw-Hill, 1991; D M Buss & D T Kenrick, *Evolutionary Social Psychology*, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill, pps. 982-1026; M Cole, *Cultural Psychology*, Harvard University Press, 1996; S T Fiske et al, *The Cultural Matrix of Social Psychology*, cited in D T Gilbert, S T Fiske and G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill; L Hirschfeld, *Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds*, MIT Press, 1996; R Nisbett & D Cohen, *The Culture of Honor: The Psychology of Violence in the South*, Westview Press, 1995; P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998; D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

Assessment:

1. A formal two-hour examination in ST - Questions from a choice of five (50%)
2. A written assignment of not more than 3,000 words (50%).

PS454 Half Unit Not available in 2004/05**The Social Psychology of Public Communication**

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: The course is intended primarily for students enrolled in MSc programmes within the departments of Social Psychology and Media and Communications. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Core syllabus: The course provides students with a critical understanding of the broadly defined area of public communication and the opportunity to develop skills that are transferable to applied settings.

Content: Public communication as a social psychological process central to the conduct of everyday life. Various domains of public communication, including public information initiatives, communication strategies, and organisational communication. The theoretical and practical dilemmas faced by those working in this arena. Further details will be provided at the start of the session.

Teaching: Lecture (one hour) x 10 MT, Class (one hour) x 10 MT.

Written work: A 3,000 word written assignment required.

Reading list: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

R Heath & B Jennings, *Human communication theory and research: Concepts, contexts, and challenges* (2nd edn), Lawrence Erlbaum, 2000; L Jackson & B Duffy, *Health communication research: A Guide to developments and directions*, Greenwood, 1998; A Mattelart & M Mattelart, *Theories of communication: A short introduction*, Sage, 1998; D McQuail, *McQuail's mass communication theory* (4th edn), Sage, 2000; R Rice & C Atkin, *Public communication campaign*, Sage, 2000; D Walker, *Public relations in local government: Strategic approaches to better communication*, Pitman, 1997.

Assessment:

1. A formal two-hour examination in the ST: two questions from a choice of five (50%)
2. A written research assignment of not more than 3,000 words (50%).

PS460 Half Unit**Social Psychology of Racism, Multiculture and****Resistance**

This information is for the 2004/05 session.

Teacher responsible: Dr Caroline Howarth, Dr Derek Hook, Dr Claire Alexander and Professor Margie Wetherell.

Availability: For students on MSc Social Psychology, MSc Organisational and Social Psychology and MSc Social and Public Communication.

Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: Demonstrates the importance of a Social Psychological perspective for research into racism, multicultural and related contemporary issues. Lecturers aim to achieve a balance between theoretical and applied issues, in the interests of critically investigating the way in which conceptual tools can enhance our understanding of the concrete social world.

Content: This course examines the issues of racism, racialised identities, multicultural and resistance from both grounded empirical studies and more broadly theoretical perspectives, bringing together a variety of social psychological traditions of analysis. There are two parts to the course: a) *theoretical perspectives* which include discussion on the racialising discourses and the social re-presentation of 'race', psychoanalytics of racism, Black Consciousness and racial abjection and b) *empirical examples* which cover contested British identities, the role of the media in the production of racial difference, deconstructing whiteness, the racialisation of school exclusion and post-apartheid context of Southern Africa.

Teaching: 10 one-hour lectures and 10 one-hour seminars in LT.

Written work: Students are expected to write one essay of 3,000 words.

Reading list: A detailed reading list will be handed out at the beginning of the course.

M Augoustinos and K Reynolds, *Understanding Prejudice, Racism and Social Conflict*, London: Sage (2001); H Bhabha, *The Location of Culture*, London & New York, Routledge (1997); S Biko, *I write what I like*, London: Bowerdean (1996); M Billig, *Banal Nationalism*, London: Sage (1995); A Brah, *Cartographies of Diaspora*, London: Routledge (1996); F Fanon, *Black Skin, White Masks*, London: Pluto Press (1952); P Gilroy, *There Ain't no Black in the Union Jack*, London: Unwin Hyman (1987); D Howitt and J Owsus-Bempah, *The Racism of Psychology: Time for Change*, Hemel Hempstead: Harvester Wheatsheaf (1994); N Hutnik, *Ethnic Minority Identity: A Social Psychological Perspective*, Oxford: Oxford University Press (1991); McCulloch *Black Soul White Artefact*, Cambridge: Cambridge University Press (1983); S Reicher and N Hopkins, *Self and Nation*, London: Sage (2001); E Said, *Orientalism*, London & New York: Penguin (1978); A L Stoler, *Race and the Education of Desire*, Durham & London: Duke University Press (1995); B Tizard and A Phoenix, *Black, white, or mixed race? Race and racism in the lives of young people of mixed parentage*, London: New York: Routledge (1993); M Wetherell and J Potter, *Mapping the language of racism: discourse and the legitimization of exploitation*, Hemel Hempstead: Harvester-Wheatsheaf (1992).

Assessment: A formal two-hour examination on the ST; two questions form a choice of five (50%), and a written assignment of not more than 3,000 words (50%).

PS4M1

Methods of Research and Quantitative Analysis A1

This information is for the 2004/05 session.

Teachers responsible: Dr Jan Stockdale, S366 and Dr Sandra Jovchelovitch, S307

Availability: MSc Social Psychology students and MSc Organisational and Social Psychology (Research) and MSc Social and Public Communication (Research) students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

i. M1453 **Fundamentals of Research Design** which is offered by the Methodology Institute

ii. PS430 **Research Techniques 1.**

iii. M1451 **Quantitative Analysis 1: Description and Inference** and M1452 **Quantitative Analysis 2: The Generalised Linear Model** both of which are offered by the Methodology Institute.

If you register for course PS4M1 you will automatically be included on M1453, PS430, M1451 and M1452.

For details of the course Content please consult the relevant course guide.

Assignments:

i. PS430 one assignment which contributes to formal assessment

ii. M1453 coursework and examination.

iii. M1451 and M1452 statistics coursework and examination.

Teaching: Michaelmas term

M1453 - **Fundamentals of Research Design** - lecture/workshop = 20 contact hours

Plus

PS430 - Research Techniques 1-4 workshops - each two weeks x one hour (ie eight hours in total) in weeks 3/4, 5/6, 7/8, 9/10. In addition in week one there will be a one-hour Introduction to Methods and in week two there will be a one-hour lecture on Research Processes.

Also, throughout the MT and LT students take two further courses offered by the Methodology Institute (M1451 and M1452), one of which takes place in the MT, with the other taking place in the LT.

Reading list: C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook* London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: M1453 examination - 20%

PS430 methods assignment - 40%

M1451 and M1452 statistics coursework and examination(s) - 40%

PS4M2

Methods of Research and Quantitative Analysis A2

This information is for the 2004/05 session.

Teachers responsible: Dr Jan Stockdale, S366 and Dr Sandra Jovchelovitch, S307

Availability: MSc Social Psychology students, MSc Organisational and Social Psychology (Research) and MSc Social and Public Communication (Research) students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

i. M1453 **Fundamentals of Research Design.**

ii. PS430 **Research Techniques 1.**

iii. M1452 **Quantitative Analysis 2: The Generalised Linear Model** and

M1455 **Quantitative Analysis 3: Applied Multivariate Analysis** both of which are offered by the Methodology Institute.

If you register for course PS4M2 you will automatically be included on M1453, PS430, M1452 and M1455).

For details of the course Content please consult the relevant course guide.

Assignments:

i. PS430 one assignment which contributes to formal assessment.

ii. M1453 coursework and examination.

iii. M1452 and M1455 coursework and examination.

Teaching: Michaelmas term

M1453 - **Fundamentals of Research Design** - lecture/workshop = 20 contact hours

Plus

PS430 - Research Techniques 1-4 workshops - each two weeks x one hour (ie eight hours in total) in weeks 3/4, 5/6, 7/8, 9/10. In addition in week one there will be a one-hour Introduction to Methods and in week two there will be a one-hour lecture on Research Processes.

Also, throughout the MT and LT students take two further courses offered by the Methodology Institute (M1452 and M1455), one of which takes place in the MT, with the other taking place in the LT.

Reading list: C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook* London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: M1453 examination - 20%

PS430: one methods assignment - 40%

M1452 and M1455 statistics coursework and examination(s) - 40%

PS4M3 Half Unit

Methods of Research and Quantitative Analysis B1

This information is for the 2004/05 session.

Teachers responsible:

Availability: MSc Organisational and Social Psychology (Standard Track) and MSc Social and Public Communication (Standard Track) students only.

Core syllabus: The aim of the course is to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

i. M1453 **Fundamentals of Research Design** which is offered by the Methodology Institute.

ii. PS431 **Research Techniques 2.**

iii. M1451 **Quantitative Analysis 1: Description and Inference** which is offered by the Methodology Institute.

Please note if you register for course PS4M3 you will automatically be included on M1453, PS431 and M1451.

Assignments:

i. M1453 coursework.

ii. PS431 one assignment which contributes to formal assessment.

iii. M1451 statistics coursework and examination.

Teaching: Michaelmas term

M1453 - **Fundamentals of Research Design** - lecture/workshop = 20 contact hours

Plus

PS431 - Research Techniques 2-4 workshops - each two weeks x one-hour (ie eight hours in total) in weeks 3/4, 5/6, 7/8, 9/10. In addition in week one there will be a one-hour Introduction to Methods and in week two there will be a one-hour lecture on Research Processes.

Also, throughout the MT students would continue to take one course offered by the Methodology Institute (M1451 or M1452).

Reading list (PS431): G Symon & C Cassell (Eds), *Qualitative Methods and Analysis in Organisational Research: A Practical Guide*, Sage, 1998; J Mingers & A Gill, *Multimethodology*, Wiley, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. PS431 methods assignment - 60%.

2. M1453 coursework and M1452 statistics coursework and examination - 40%.

PS4M7 Half Unit

Methods of Research and Quantitative Analysis B2

This information is for the 2004/05 session.

Teachers responsible: Dr Jan Stockdale, S366, Professor Patrick Humphreys, S364 and Dr Martin Bauer, B804

Availability: MSc Organisational and Social Psychology (Standard Track) and MSc Social and Public Communication (Standard Track) students only.

Core syllabus: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

Content: The course has three components:

i. M1453 **Fundamentals of Research Design** which is offered by the Methodology Institute.

ii. PS431 **Research Techniques 2.**

iii. M1452 **Quantitative Analysis 2: The Generalised Linear Model** which is offered by the Methodology Institute.

Please note if you register for course PS4M7 you will automatically be included on M1453, PS431 and M1452.

Assignments:

i. PS431: one assignment which contributes to formal assessment.

ii. M1453 coursework.

iii. M1452 statistics coursework and examination.

Teaching: Michaelmas term

M1453 - **Fundamentals of Research Design** - lecture/workshop = 20 contact hours

Plus

PS431 - Research Techniques 2-4 workshops - each two weeks x one-hour (ie eight hours in total) in weeks 3/4, 5/6, 7/8, 9/10. In addition in week one there will be a one-hour Introduction to Methods and in week two there will be a one-hour lecture on Research Processes.

Also, throughout the MT students would continue to take one course offered by the Methodology Institute (M1451 or M1452).

Reading list (PS431): G Symon & C Cassell (Eds), *Qualitative Methods and Analysis in Organisational Research: A Practical Guide*, Sage, 1998; J Mingers & A Gill, *Multimethodology*, Wiley, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook*, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open

University Press, 2001; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: PS431 one methods assignment - 60%.

M1453 coursework and M1452 statistics coursework and examination - 40%.

PS940

Psychology (Seminar)

This information is for the 2004/05 session.

Teachers responsible: Professor Patrick Humphreys, S303 and Dr Sandra Jovchelovitch, S307

Availability: Open to staff and graduate students in the Institute.

Teaching: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

PS950

Current Research in Social Psychology

This information is for the 2004/05 session.

Teachers responsible: Dr Bradley Franks, S313 and Dr Catherine Campbell, S387

Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) MT, LT and ST. Seminars for research students in: Social Psychology, Organisational and Social Psychology; Social and Public Communication throughout the academic session.

Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

This information is for the 2004/05 session.

Teachers responsible: Dr Martin Bauer, B804, Dr Sandra Jovchelovitch, S307, Professor George Gaskell, B811 and others

Core syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition.

To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centering on key texts and authors. LT and ST.

Reading list: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

SA401

Building Studies

This information is for the 2004/05 session.

Teacher responsible: Ms G Beckett, c/o A224

Availability: Compulsory for Diploma in Housing students. Other students are welcome to attend but should be aware that this course does not have any MSc unit value.

Core syllabus: To introduce students to the basic principles of construction and maintenance of dwellings with an emphasis on sustainable building and preventative maintenance. The organisation and management of building and repair programmes will be covered.

Content: A series of lectures/seminars will cover the following topics: structural elements of buildings, including defects and their diagnosis; services to buildings; construction industry standards; new technology in building; energy efficiency; additional building requirements such as procuring, organising, and setting standards for maintenance; sound insulation, emergency repairs, and repairs to voids.

Teaching: 10 combined lectures/seminars, MT.

Reading list: Marshall & Worthing, *The Construction of Houses*, Estates Gazette (2000); Marshall, Worthing & Heath, *Understanding Housing Defects*, Estates Gazette (1998); Melville & Gordon, *The Repair and Maintenance of Houses*, Estates Gazette (1997); Chudley & Greeno, *Building Construction Handbook*, Heinemann (2001); Paul Wordsworth, *Lee's Building Maintenance Management*, Blackwell Science (2001); Seeley, *Building Technology*, Macmillan Building and Surveying Series (1995); Seeley, *Building Maintenance*, Macmillan Building and Surveying Series (1987); Borer & Harris, *The Whole House Book: Ecological Building Design and Materials*, Centre for Alternative Technology Publications (1998); Mitchell's Building Series, *Introduction to Building 2000*. Students are advised to select a construction text and a maintenance text from the general reading list for use and reference during the course. A number of more specialist texts will be recommended.

Assessment: The course is assessed through the Building Studies Fieldwork Notebook, which must be submitted by the first Friday of the LT.

SA402 Half Unit Not available in 2004/05**Social Policies for Ageing Populations****This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** For postgraduates mainly on the MSc Social Policy and Planning, MSc Gender, MSc European Social Policy, MSc Gender and Development, MSc Gender and Social Policy.**Core syllabus:** The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking cultural, demographic, economic, social and political conditions into consideration.**Content:** Attitudes to old age, positive and negative; demography, sex, gender and cohort in old age; policy formulation; political power in later life; structural adjustment and the economics of ageing; pensions policies; family care and self care; health and social care in later life; NGOs and elders; policies for collective living; service delivery with special attention to accountability, participation and user empowerment.**Teaching:** 10 x one-hour lectures and 10 x one-and-a-half hour seminars, MT.**Written work:** Students will write a course work essay of 1,500-2,000 words, which must be submitted by January 2004.**Reading list:** S Arber & J Ginn, *Gender and Later Life*, Sage, 1991; P Johnson & J Falkingham, *Ageing and Economic Welfare*, 1992; HelpAge International, *The Ageing and Development Report*, Earthscan, 1979; A M Rivlin & J M Wiener, *Caring for the Disabled Elderly*, 1986; T Schuller, *Age, Capital and Democracy*, 1986; K Tout, *Ageing in Developing Countries*, 1989; M B Tracy, *Social Policies for the Elderly in the Third World*, Greenwood Press, New York, 1991; C Victor, *Old Age in Modern Society*, Croom Helm, 1987; G Wilson, *Understanding Old Age*, Sage, 2000.**Assessment:** The course work essay will count for 40% of the total mark. A two-hour written examination in the ST (60%). Candidates must answer questions on subjects other than their coursework essays.**SA403****Criminal Justice Policy****This information is for the 2004/05 session.****Teacher responsible:** Dr D Roche, A326**Availability:** Compulsory course for MSc Criminal Justice Policy. Optional for LL.M, MSc Public Policy, MSc Criminology and other Masters level students (by permission).**Pre requisites:** Some prior knowledge of law or sociology is useful but not essential.**Core syllabus:** The course provides a detailed and critical introduction to the study of criminal justice institutions, practices and participants.**Content:** The course begins with an introduction to the nature of crime and contemporary criminal justice policy. It then examines the main elements of modern criminal justice systems (police, prosecutors, the judiciary, prisons, probation, the media, private security and victims' groups). Special emphasis is given to current issues such as restorative justice, money laundering and increasing rates of incarceration. The course combines up-to-date empirical work with theoretical perspectives and also emphasises the role of historical and comparative perspectives in understanding current trends.**Teaching:** Lectures: SA403.1. 20 weekly lectures in MT and LT.

Seminars: SA403.2, 20 weekly seminars of two-hours duration, MT and LT.

Written work: All students are expected to submit one non-assessed essay.**Reading list:** There is no set text for the course, but most topics are covered by M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology*, 3rd edn, 2002; T Newburn, *Crime and Criminal Justice Policy*, 2nd edn, 2003. D Garland, *The Culture of Control* is also recommended reading for all students. A full reading list covering all seminars is provided at the first seminar.**Assessment:** A three-hour written examination in the ST.**SA405****European Social Policy****This information is for the 2004/05 session.****Teacher responsible:** Dr S Mangen, A261**Availability:** Compulsory for MSc European Social Policy; available as an option in other Master's degrees as permitted by the regulations.**Core syllabus:** The course reviews the development of welfare states and contemporary social policies in Europe, focusing particularly on member states of the European Union. Social policy-making at the EU level also forms an equally important component.**Content:** The comparative study of the development of European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last quarter of the nineteenth century. After reviewing current welfare state formations among the member states attention turns to the growing social policy competences of the EU. In the second part seminars

focus on present processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy: demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding social security; training and labour market issues; social exclusion; urban problems; health policies; and women and the welfare state.

Teaching: 21 weekly seminars (SA405) beginning in week three of the MT. 20 weekly lectures (SA213) in MT and LT.**Written work:** Students are expected to work in small groups to prepare presentations for the weekly seminar. In addition there are two assessed essays (see below).**Reading list:** Some introductory texts are: P Baldwin, *The Politics of Social Solidarity*; M Kleinman, *A European Welfare State? EU Social Policy in Context*, Palgrave; L Hantrais, *Social Policy in the EU*, Macmillan; C Pierson, *Beyond the Welfare State*, Polity; G Esping-Andersen, *Social Foundations of Post-Industrial Economies*; M Ferrera & M Rhodes, *Recasting European Welfare States*; P Pierson, 'Three Worlds of Welfare State Research', *Comparative Political Studies*, Vol 33, 2000, pp 791-821. A full list will be handed out with the seminar programme.**Assessment:** One assessed paper of 2,000 words in each of the MT and LT (50%). A two-hour written examination in the ST (50%).**SA407 Half Unit****Health Systems and Policies I****This information is for the 2004/05 session.****Teachers responsible:** Professor Elias Mossialos, J413 and Ms Sarah Thomson, J301**Availability:** A core course for students taking MSc International Health Policy, MSc International Health Policy (Health Economics) and MSc Health Policy, Planning and Financing. An optional course for students taking the MSc Health, Population and Society; MSc European Social Policy, MSc Social Policy and Planning and MSc European Studies, and other programmes where regulations permit.**Core syllabus:** A comparative approach to the analysis of health systems and policies in high-income countries, with an emphasis on critical assessment of current and future policy options and issues.**Content:** Cross-national comparisons; health system objectives; the state's role in health care; analysis of different models of finance (tax, social and private health insurance, user charges, medical savings accounts), organisation and delivery; setting health system priorities; allocating resources for health care; paying health care providers (hospitals and doctors); influencing doctors' behaviour; the role of the medical profession; competition in health systems.**Teaching:** 10 one-hour lectures, and 10 one-and-a-half-hour seminars in the MT.**Reading list:** E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), *Funding Health Care: options for Europe*, Buckingham, Open University Press (2002); B Abel-Smith, *An Introduction to Health: policy, planning, and financing*, Longman (1994); R Saltman, J Figueras & C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, Buckingham, OUP (1998); R Saltman, R Busse & E Mossialos (Eds), *Regulating Entrepreneurial Behaviour in European Health Care Systems*, Buckingham, OUP (2002).**Assessment:** A two-hour written examination in the ST.**SA408 Half Unit****Health Economics (half unit)****This information is for the 2004/05 session.****Teacher responsible:** Professor A McGuire, J405**Availability:** For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit.**Core syllabus:** This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.**Content:** Distinction between health and health care. Nature of health care as an economic commodity. Opportunity costs and problems of rationing health care. Definitions of technical and allocative efficiency, and of various types of equity. How markets and insurance markets work, and how they can fail for health care. The economics of financing health care and different approaches taken by governments in different countries.

Containing costs and efficiency. Costs: fixed, marginal and average costs. The measurement of hospital case-mix and risk in populations. The economics of paying providers and different approaches taken by governments in different countries. The measurement of health and health state utility. Discounting and risk aversion. Deriving Quality-Adjusted Life Years (QALYs) and Disability-Adjusted Life Years (DALYs). Using cost-effectiveness analysis to set priorities.

Teaching: 10 lectures and 10 seminars MT.**Reading list:** The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, *Health Economics - An International Perspective*, Routledge, 2002.**Supplementary reading list:** This is given at the beginning of the course and includes references to specialised texts and articles on each subject covered within the course.**Assessment:** A two-hour written examination in the ST.**SA409 Half Unit****Social Security Policies****This information is for the 2004/05 session.****Teachers responsible:** Professor D Piachaud, A243 and Dr H Dean, A262**Availability:** For MSc Social Policy and Planning. This course is also open to students taking other MScs. This course will be offered if there are a sufficient number of students.**Content:** The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered, as is the impact of social security on social and economic behaviour. A comparative approach is adopted.**Teaching:** 10 lectures and 10 seminars, MT.**Written work:** Seminar members will be expected to make regular presentations to the seminar and submit a written paper at the end of term.**Reading list:** Basic reading for the course includes: A Atkinson, *The Economics of Inequality*, 2nd edn, Oxford, 1983; S Baldwin & J Falkingham (Eds), *Social Security and Social Change*, Harvester Wheatsheaf, 1994; N Barr, *Economics of the Welfare State*, 3rd edn, Weidenfeld, 1998; E Kingson & J Shultz, *Social Security in the 21st Century*, Oxford, 1997; J Hills & J Ditch (Eds), *Beveridge and Social Security*, Oxford, 1994; P Townsend, *Poverty in the United Kingdom*, Allen Lane, 1979.**Assessment:** An assessed essay of 1,500 words (25%) to be submitted in the first week of the LT. A two-hour written examination in the ST (75%).**SA422****Housing Economics and Finance****This information is for the 2004/05 session.****Teacher responsible:** Professor C Whitehead, S377**Availability:** MSc Housing and Regeneration; MSc International Housing and Social Change. Other students may attend where regulations permit.**Core syllabus:** The course provides an introduction to the use of economic and financial analysis in the context of housing. These analytic tools are then used to examine particular problems and policies.**Content:** The course provides an introduction to financing, pricing, investment and allocation decisions in both private and social housing; examines the rationale for government policy intervention and the outcomes of policy initiatives. It is divided into two sections: principles, taught in the MT and application taught in the LT and ST. Topics include: The special attributes of housing and housing markets. The determinants of demand for housing. Forecasting housing demand and assessing the need for social housing. The determinants of investment in new and existing stock. The supply of new housing and its relation to land availability. House price determination in the short and long run and the relationship between rents and prices. The determinants of tenure choice. The economic rationale of government intervention. Mechanisms of government intervention including regulation, taxation and subsidy; income versus price subsidies; direct provision. The financing and subsidy systems as they apply to owner-occupation, private renting and the social sector. Paying for investment in social housing. The introduction of private finance into social housing.

Financing housing as part of urban regeneration and neighbourhood renewal. Examples will be drawn from current British housing policy, with comparisons from other industrialised countries.

Teaching: 14 lectures MT and LT, 20 seminars MLS, starting week three of MT.**Reading list:** A detailed reading list will be provided at the beginning of the course. Much of the policy material will be available on the web. Relevant texts include: T O'Sullivan & K Gibb (Eds), *Housing Economics and Public Policy*; R Muth & A Goodman, *The Economics of Housing Markets*; G Fallis, *Housing Economics*; J Hills, *Unravelling Housing Finance*; K Gibb & M Munro, *Housing Finance in the UK*; G MacCrone & M Stephens, *Housing Policy in Britain and Europe*; P Williams (Ed), *Directions in Housing Policy*; M Kleinman, *Housing, Welfare and the State in Europe*; S Monk & C M E Whitehead, *Restructuring Housing Systems*.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Assessment:** A three-hour written examination in the ST.**Core syllabus:** The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly, as well as those affecting certain actors within these markets specifically. Attention will be given to examining how market structure and regulation varies in different national markets and how these differences then affect market performance and outcomes.**Content:**

- To provide students with an understanding of how the market for pharmaceuticals works and why it is often the focus of much regulation.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will: (1) introduce students to the basic features of pharmaceutical markets; (2) cover approaches to regulating the market; and (3) give students some experience in critically evaluating the impact of policy on market outcomes.

- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminar exercises.

Teaching: 10 x one-hour lectures and five x two-hour seminars, LT, plus one revision seminar, ST.**Reading list:** E Mossialos, M Mrazek & T Walley (Eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, OUP (1997); P M Danzon, *Pharmaceutical Price Regulation*, AEI Press (1997); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier.**Assessment:** An assessed essay of 2,500 words (40%) to be submitted by the first day of the ST. A two-hour written examination in the ST (60%).**SA429 Half Unit****Social Exclusion, Inequality and the Underclass Debate****This information is for the 2004/05 session.****Teachers responsible:** Professor D Piachaud, A243, Dr H Dean, A262, Mr P Robinson and others**Availability:** For MSc Social Policy and Planning and other MScs at the discretion of the teachers responsible.**Core syllabus:** This course focuses on the related topics of the emergence of social exclusion as a key concept in social policy, the growth in equality and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined.**Content:** The 'underclass' debate: theory and evidence; the growth in inequality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe.**Teaching:** 10 Lectures and 10 Seminars, LT.**Reading list:** R Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; J Hills *et al* (Eds), *Understanding Social Exclusion*, OUP, 2002; W J Wilson, *When Work Disappears*.**Assessment:** A two-hour written examination in the ST.**SA431 Half Unit****Housing Law****This information is for the 2004/05 session.****Teacher responsible:** Ms H Carr, c/o A224**Availability:** For MSc Housing and Regeneration; MSc International Housing and Social Change and for other Master's students where regulations permit.**Course syllabus:** To provide an introduction to the English legal system and relate it to housing policy in both public and private sectors.**Content:** The course will cover:

- Introduction: legal concepts relating to housing.
- Private rented sector: security of tenure, rent regulation.
- Public rented sector: security of tenure, allocation policies, management, rents, sales.
- Homelessness: responsibilities of local housing authorities.
- Housing conditions, repairs, unfitness, statutory nuisances, overcrowding, clearance, improvement.

Teaching: Five x two-hour seminars in the MT, to introduce the English legal system.

10 lectures and 10 seminars in LT, four x two-hour seminars, ST.

Written work: Each student will be required to make one presentation and submit a presentation plan during the course. They will also submit one essay and a piece of non-assessed coursework on legal problem solving.

Reading list: M Partington, *Introduction to the English Legal System*; J Holland and J Webb, *Learning Legal Rules*; M Zander, *The Law Making Process*; A Arden, *Manual of Housing Law*; A Arden & M Partington, *Housing Law*; Partington & Hill, *Materials on Housing Law*; J Driscoll, *The Housing Act 1996* (1997); N Madge, *Housing Law Casebook* (1996); T Ingman, *The English Legal Process*; A Stewart, *Rethinking Housing Law*.
Assessment: A two-hour written examination in the ST.

SA433

Management Studies and Management Skills

This information is for the 2004/05 session.

Teacher responsible: Professor A Power, A237

Availability: Compulsory for Diploma in Housing students. Other students are welcome to attend but should be aware that this course does not have any MSc unit value.

Core syllabus: The course covers organisational management and the management of change with a focus on social housing management.
Content: *Management Studies* - Linking management theory, including strategic management, organisational structure, managing people and managing change, to current issues and practice in social housing.

Teaching: *Management Studies* - Seven one-hour seminars with prominent housing policymakers and managers and three workshops, MT. *Management Skills* - Residential Workshop in December - to be confirmed.

Reading list: D Osborne & T Gaebler, *Reinventing government: How the entrepreneurial spirit is transforming the public sector*, Plume, New York; C Hand, *Understanding organisations* (4th edn); DETR, *Modernising local government*, HMSO, 1998; M Pearl, *Social housing management*, Macmillan, 1997; R Tunstall, *Reinventing housing management*, LHF, 1999.

Assessment: One essay to be submitted by the first Friday of LT.

SA435

NGO Management, Policy and Administration

This information is for the 2004/05 session.

Teachers responsible: Professor Jude Howell, A117, Dr Armine Ishkanian, A119 and Dr Marlies Glasius, A140

Availability: Compulsory for MSc Management of Non-Governmental Organisations.

Pre requisites: Students are expected to have some practical experience working in or with NGOs in developing or transition countries.

Core syllabus: The course will provide an introduction to recent research on NGOs and consider a wide range of conceptual, contextual and theoretical issues and ideas such as the role of values, the complexities of accountability, the challenges of managing organisational growth and change, and the new conceptual debates around 'globalisation', 'civil society', 'social capital' and 'social movements'. The course is unique in studying NGO relationships both from a management perspective (ie, managing relationships, accountability, organizational learning, etc) as well as from a theoretical perspective (ie theories of social policy, power, development, civil society, etc). The course will enable students to analyse organisational and management problems and concerns and to set them within broader policy contexts.

Content: Major themes considered during the course include: discussion of civil society theories and the connections with NGOs; typologies of NGOs and NGO activity; the political and economic contexts within which NGOs have become popular and how those contexts and processes shape their work; NGO performance, efficiency, accountability, legitimacy, and sustainability; NGO activities in political advocacy and policy change at local, national, and international levels; NGO relations with donor agencies; NGO relations with communities and grassroots organisations; NGO relations with government; NGO relations with intergovernmental organisations; NGO relations with global civil society and transnational advocacy networks; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries.

Teaching: 20 x one-and-a-half hour lectures (SA435.1) and 20 one-and-a-half hour Seminars (SA435.2) in MT, LT. Plus one revision seminar in the ST.

Written work: Students will be expected to produce ONE course essay of not more than 1,500 words each on titles supplied by the course teachers.

Reading list: The following publications are some of the key texts. Much of the relevant literature is contained in book chapters and journal articles. Additional references will be provided at the start of the course and in the lectures.

A Fowler, *Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development*; C Hann & E Dunn, *Civil society: challenging western models* (1996); J Howell & J Pearce, *Civil Society and Development: A Critical Exploration* (2001); D Hulme & M Edwards (Eds), *Too Close for Comfort? NGOs, States and Donors* (1995); M Kaldor, H Anheier & M Glasius, *Global Civil Society Yearbooks 2001, 2002, 2003 and 2004* (forthcoming) www.lse.ac.uk/Depts/global/Yearbook/; M Keck & K Sikkink, *Activists beyond borders: advocacy networks in international politics* (1998); D Lewis, *The Management of Non-Governmental Development Organisations: An Introduction* (2001); D Lewis & T Wallace,

New Roles and Relevance: Development NGOs and the Challenge of Change (2000); M Ottaway & T Carothers, *Funding virtue: civil society aid and democracy promotion* (2000); D Sogge (Ed), *Give and take: what's the matter with foreign aid?* (2002).

Assessment: The mark of the essay submitted during the LT (25%). A three-hour written examination in the ST (75%).

SA436 Half Unit

Planning and Regeneration

This information is for the 2004/05 session.

Teacher responsible: Ms A Congreve, A240

Availability: Intended primarily for MSc Housing and Regeneration, MSc International Housing and Social Change and MSc City Design and Social Science students. Other students may attend where regulations permit.

Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x one-hour lectures; 10 x one-hour seminars, MT. There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain* (1994); M Elson et al, *Green Belts and Affordable Housing: can we have both?* (1996); A Coleman, *Utopia on Trial: vision and reality in planned housing* (1985); S Muthesias & M Glendenning, *Tower Block* (1995); B Robson et al, *Assessing the Impact of Urban Policy* (1994); Urban Task Force, *Towards an Urban Renaissance* (1999); Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal* (1998); M Stewart & M Taylor, *Empowerment and Estate Regeneration* (1995); J Foster, *Docklands: cultures in conflict, communities in transition* (1998).

Assessment: An essay of not more than 2,000 words (50%) and a planning project of no more than 3,000 words (50%) to be submitted by the first Friday of the LT.

SA441

Planning Studies

This information is for the 2004/05 session.

Teacher responsible: Ms A Congreve, A240

Availability: Compulsory for Diploma in Housing students where the half-unit course **Planning and Regeneration** is not a chosen option. This course does not have any MSc unit value.

Core syllabus: The course is intended to help students understand the British planning system and regeneration policy, with particular emphasis on their impact on housing.

Content: The rationale for a planning system, its aims, its elements of the system from national policy level through to local authority plans, to the factors affecting a development control decision. The impact of the planning system on the existing housing stock and planning to meet housing need. Public participation in planning. The planning and design of social housing. The development of urban regeneration. The impact of community regeneration and estate regeneration.

Teaching: 10 x one-hour lectures 10 x one-hour seminars, MT. There will be outside speakers and at least one field trip.

Reading list: B Cullingworth & V Nadin, *Town and Country Planning in Britain* (1994); M Elson et al, *Green Belts and Affordable Housing: can we have both?* (1996); A Coleman, *Utopia on Trial: vision and reality in planned housing* (1985); S Muthesias & M Glendenning, *Tower Block* (1995); B Robson et al, *Assessing the Impact of Urban Policy* (1994); Urban Task Force, *Towards an Urban Renaissance* (1999); Social Exclusion Unit, *Bringing Britain Together: a national strategy for neighbourhood renewal* (1998); M Stewart & M Taylor, *Empowerment and Estate Regeneration* (1995); J Foster, *Docklands: cultures in conflict, communities in transition* (1998).

Assessment: A planning project of no more than 3,000 words to be submitted by the first Friday of the LT.

SA443

Race and Housing

This information is for the 2004/05 session.

Notes: This is a required training session for Diploma in Housing students that takes place in the September preceding the Diploma term. The Race and Housing module helps students understand and learn to deal with issues of equality and discrimination in housing.

SA445

Social Planning for Rural Development

This information is for the 2004/05 session.

Teacher responsible: Dr D Lewis, A281

Availability: Optional course for MSc Social Policy and Planning in Developing Countries; MSc Population and Development; MSc Development Studies.

Pre requisites: Knowledge of rural areas and relevant work experience is desirable but not essential.

Core syllabus: The course is designed to introduce students to theory, policy and practice in development in the Third World.

Content: The theory and practice of rural development, history of rural development policy, green revolution, integrated rural development, globalisation and food policy, land reform, agricultural research and extension, micro-credit, participatory management, changing rural livelihoods, involuntary resettlement, the rural non-farm sector.

Teaching: 20 lectures and 22 seminars, MT, LT, ST. Students are required to present papers for seminar discussion based on their reading and practical experience.

Written work: In addition to seminar presentations, students write essays on this subject for their supervisors.

Reading list: A detailed reading list is included in the seminar programme. The following is an introductory list of books: A Shepherd, *Sustainable Rural Development* (1998); IFAD, *Rural Poverty Report 2001*; B Crow & H Bernstein (Eds), *Rural Lives: Crises and Responses* (1992); N Long, *Development Sociology: Actor Perspectives* (2001); J Harris (Ed), *Rural Development* (1982); M Kearney, *Reconceptualising the Peasantry* (1996); R Chambers, *Rural Development: Putting the Last First* (1983); C K Eicher & J M Staatz (Eds), *International Agricultural Development* (1998).

Assessment: Students are required to write an elective essay of 3,000 words (25%). A three-hour written examination in the ST (75%).

SA446

Psychology and Crime

This information is for the 2004/05 session.

Teacher responsible: Dr J Rungay, A255

Availability: Available as an option for MSc Criminal Justice Policy, MSc Criminology, LLM students, and for other Master's students by agreement with their supervisors and as permitted by regulation.

Core syllabus: The aim of the course is to introduce students to a selection of theory and research from key areas of criminological psychology. The course critically evaluates the range of contributions made by psychology to the theory, prevention and treatment of criminal behaviour, the prevention and investigation of crime, and the understanding of criminal justice processes.

Content: Grouped into four areas:

- *The Development of Criminal Behaviour*: developmental theories; criminal career research.
- *Varieties of Criminal Behaviour*: violent offending; drugs and crime; alcohol and crime; sex offending; property crime; mental disorder and crime; stalking.
- *Courtroom Processes*: interrogation; juror decision-making; testimony; sentencing decision-making; treatment of victims.
- *Crime Prevention and Treatment*: victims and lifestyles; procedural analysis of crime; situational crime prevention; profiling of serial offenders; rehabilitation; risk management.

Teaching: 20 lectures and 22 seminars (including revision).

Written work: Students will be expected to make a number of class presentations and write two essays.

Reading list: P B Ainsworth, *Psychology and Crime: Myths and Reality*, 2000; R L Akers & G Jensen (Eds), *Social Learning Theory and the Explanation of Crime*, 2003; D Carter & L Allison, *The Social Psychology of Crime*, 1999; G Gudjonsson, *The Psychology of Interrogations and Confessions*, 2002; J Rungay, *Crime, Punishment and the Addicted Offender*, 1998; D Howitt, *Forensic and Criminal Psychology*, 2002; E Leyton (Ed), *Serial Murder*, 2000; J McGuire, T Mason & A O'Kane (Eds), *Behaviour, Crime and Legal Processes*, 2000; R F Meier, L Kennedy & V F Sacco (Eds), *The Process and Structure of Crime: Criminal Events and Crime Analysis*, 2001; J Boon & L Sheridan, *Stalking and Psychosexual Obsession: Prevention, Policing and Treatment*, 2002; G Gudjonsson, *The Psychology of Interrogations and Confessions*, 2002; E Hickey, *Serial Murderers and their Victims*, 2002; G Godwin, *Criminal Psychology and Forensic Technology: a Collaborative Approach to Effective Profiling*, 2001.
Assessment: A three-hour written examination in the ST.

SA447 Half Unit

Foundations of Health Policy

This information is for the 2004/05 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Health, Population and Society and other Master's students where programme regulations permit - excluding MSc Health Policy, Planning and Financing; MSc International Health Policy and MSc

International Health Policy (Health Economics).

Core syllabus: A comparative approach to the development of health care policies in high, middle and low income countries, emphasising present and future policy options and problems.

Content: The course will discuss the main trends in health and population in both developed and developing countries, and consider the main explanations for these trends, including the Epidemiological Transition. The principal social determinants of health and mortality are described, including family, workplace and social situation, which are also related to inequalities in health. The pathways by which social position determines health are evaluated. The prospects for health and population ageing in both developed and developing countries and health-related trends are discussed. The course will examine activities related to health, social and economic development implemented by international organisations and agencies that seek to improve health status in countries where the resources available for public health, health policy developments and health services are limited. Policy options and what we know of their effectiveness will also be examined.

Teaching: The course consists of 10 lectures and five seminars in the MT. Students will participate in presenting at least one seminar paper.

Written work: Students will write one non-assessed essay during the course.

Reading list: B Abel-Smith, *An Introduction to Health Policy, Planning and Financing*, Longmans (1994); A Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP (1992); D Acheson, *Independent inquiry into inequalities in health report*, London, Stationery Office (1998); L Berkman & I Kawachi (Eds), *Social Epidemiology*, Oxford, OUP (2000); M Marmot & R Wilkinson (Eds), *Social Determinants of Health*, New York, OUP (1999); D Leon & G Watts (Eds), *Health Inequalities and Public Policy*, Oxford: OUP; B Amick et al, *Society and Health*, New York, OUP (1995).

Assessment: A two-hour written examination in the ST.

SA448 Half Unit Not available in 2004/05

Foundations of Social Service Policy

This information is for the 2004/05 session.

Teachers responsible: To be announced

Availability: An optional course for postgraduate students in the Social Policy Department. Other graduate students may attend where regulations permit.

Core syllabus: A comparative approach to the development of social care systems in advanced countries, emphasising present and future policy options and problems.

Content: The current problems facing social care systems (demographic change, rising public expectations, social polarisation, changing social values, fiscal constraints); policy options and what we know of their effectiveness (eg, the effectiveness of different kinds of social work action, options for preventive activity); systems for providing and financing social care (informal and self care, private markets, state provision, planned and quasi-markets).

Teaching: The course consists of 10 lectures and 10 seminars in the LT and two seminars in ST. Students will participate in presenting at least one seminar paper.

Written work: Students will write one essay and present one piece of course work during the course.

Reading list: The following are useful introductory texts: H Brown & H Smith, *Normalisation: a reader for the nineties* (1992); N Carter, R Klein & P Day, *How Organisations Measure Success* (1992); K Jones, *Asylums and After: a revised history of the mental health services* (1993); M Knapp et al, *Care in the Community* (1992); S Sainsbury, *Regulating Residential Care* (1989); G Wistow et al, *Social Care Markets* (1996); M Parton et al, *Child Protection: Risk and the Moral Order* (1997); J Twigg & K Atkin, *Carers Reviewed: Policy and Practice in Informal Care* (1994); S Sainsbury, *People, Policies and Professionals* (2002).

A full bibliography will be provided with the programme of seminar topics.

Assessment: A coursework essay of not more than 2,000 words to be submitted in the 1st week of the ST (40%). A two-hour written examination in the ST (60%).

SA451

Social Policy Research

This information is for the 2004/05 session.

Teacher responsible: Professor J Hills, R512

Availability: For MSc Social Research Methods (Social Policy), MSc Social Policy and Planning, MSc Social Policy (Research) and MSc European Social Policy.

Core syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Content: The varied traditions and approaches to social policy research. Historical methods and archive research. Field studies: participatory research; understanding organisations at work; interviewing users and clients. Analysis of policy and of policy reform. Social experiments and

pilots. Geographical methods. Social surveys and the analysis of large datasets. Longitudinal analysis. Micro-simulation techniques. Comparative research. Research strategies and choices. Research programmes. The impact of social policy research.

Teaching: 20 lectures and 20 seminars (SA451). The lectures will be given by a member of staff expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and issues raised. Students will make at least one seminar presentation per term.

Written work: In addition to written versions of their seminar presentations, students will write at least two essays of no more than 3,000 words for the course.

Reading list: P Alcock et al (Eds), *The Student's Companion to Social Policy*, 2nd edn; C Hakim, *Research Design: strategies and choices in the design of social policy*; C Robson, *Real World Research*; T May, *Social Research: Issues Methods and Process*, 3rd edn; A Bryman, *Social Research Methods*.

Additional references will be supplied at the start of the course and in lectures.

Assessment: A three-hour written examination in the ST

SA452

Social Policy, Planning and Participation in Developing Countries

This information is for the 2004/05 session.

Teachers responsible: Dr D Lewis, A281, Dr S Kumar, A226 and Dr H Seckinelgin, A269

Availability: This paper is a compulsory part of the MSc in Social Policy and Planning in Developing Countries.

Pre requisites: Students are expected to have a background in the social sciences and practical work experience in developing countries. Seminars draw extensively on case studies from the Third World and students should provide themselves with background information on their own countries, or one on which they intend to focus.

Core syllabus: The course is designed to give students a knowledge of the theory and methodology of social policy, and social development in developing countries. It examines the interrelationship between theoretical approaches to Third World development and the formulation and practice of social policy, planning and community participation in relation to different social, economic and political contexts.

Content: SA452.2 Introduction to social planning and development and social policy in the north and south; approaches to understanding poverty; the household and sustainable livelihoods; the state, market and civil society; the aid system; the policy process; trade and poverty; reform and the planning process; participation and community development; the nature of development projects; the role of international agencies; gender; barriers to social development; human and welfare rights; migration and policy interventions; basic development economics for social planning. Introduction to Social Development; Logical Framework Analysis Residential Workshop and Participatory Rural Appraisal.

Teaching: SA452.2: The Theory of Social Policy, Planning and Participation: Lectures: 20 x one-and-a-half hours. Seminars: 20 x one-and-a-half hours.

SA452.3a: Conceptualising the Research Process: A self-learning web-based course after an introductory session. Students should also attend M453 **Fundamentals of Research Design**: 10 x two-hour sessions, MT, as well as SA4C1 **Long Essay and the Research Process**: 5 sessions MT and LT. All non-assessed.

SA452.3b: The Methodology of Social Policy, Planning and Participation in Developing Countries: Lectures: three x one-and-a-half hours, LT.

Written work: In addition to workshop exercises and the writing of a Project Concept Note, students will write essays for their tutors on the subject matter of the course.

Reading list: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended: I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America*; J Brohman, *Popular Development: Rethinking the Theory and Practice of Development*; D Booth (Ed), *Rethinking Social Development*; J Toye, *Dilemmas of Development*; D Hulme & M Turner, *Sociology and Development: Theories, Policies and Practices*; J Midgley, *Social Development*; M Bulmer & D Warwick (Eds), *Social Research in Developing Countries*.

Assessment: A 3,000 word project planning essay produced as part of the project planning exercise (25%) to be handed in at the end of week 10, LT. A three-hour written examination in the ST (75%).

SA456

Study Skills

This information is for the 2004/05 session.

Teacher responsible: Professor A Power, A237

Availability: For MSc Housing and Regeneration and MSc International Housing and Social Change students. Other students may attend where regulations permit (dependent on places available).

Core syllabus: The course comprises six sessions lasting 30 minutes and covering basic study skills. Each session has a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure.

SA460

Urbanization and Social Planning

This information is for the 2004/05 session.

Teacher responsible: Dr S Kumar, A226

Availability: For postgraduate students with an interest in urban social policy in developing countries. Some knowledge and experience of urban issues is essential.

Core syllabus: The course examines the contextual, social, economic and spatial problems in urban areas in developing countries, and the different policies and planning practices designed to mitigate them.

Content: The city in theory and practice; the city and post-modernism, neo-liberalism and globalisation; urban poverty and livelihood responses; migration and the rural-urban interface, individual and collective responses to urban poverty; age, gender and urban poverty; urban employment and housing; urban services, decentralisation and urban management; health and the urban environment, pro-poor urban policy.

Teaching: Lectures: eight x two-hours. Seminars: 12 x one-and-a-half hours. Debate: one x three-hours. Revision session: one x two-hours.

Written work: All students are expected to read widely, make seminar presentations during the year, and actively participate in seminar discussions and workshops. Students are required to contribute to the seminars on a weekly basis using Web CT. All written work should be related to urban issues in developing countries.

Reading list: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: J Gugler (Ed), *Cities in the Developing World: issues, theory and policy*; J Hardoy & D Satterthwaite, *Squatter Citizen*; R J Skinner & M J Rodell (Eds), *People, Poverty and Shelter*; J Hardoy et al, *Environmental Problems in Third World Cities*; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*; J Beall (Ed), *A City for All: valuing difference and working with diversity*; S Bartlett et al, *Cities for Children*; UNHCS, *An Urbanising World: global report in human settlements*; J Seabrook, *Cities in a Globalizing World*, UNCHS, *In the Cities of the South: scenes from a developing world*.

Assessment: A 3,000-word essay to be handed in early in the ST (25%). A three-hour written examination paper in the ST (75%).

SA461

Voluntary Sector Policy and Administration

This information is for the 2004/05 session.

Teacher responsible: Dr Sarabjaya Kumar, A118

Availability: Compulsory for students taking MSc Voluntary Sector Organisation. The course is intended for students already engaged in, or committed to, the voluntary, non-profit or third sector. Other students may attend where regulations and place availability permit.

Core syllabus: The course is concerned with the role, development, policy and management of voluntary and non-profit organisations. It covers theoretical and applied approaches, and draws on experiences from the UK, other EU countries and the United States.

Content: Introduction to the voluntary sector; concepts; social movements; historical development; the public policy context; economic, political and sociological theories; organisational theory; inter-organisational relationships; accountability; funding; governance; management; volunteers; power; organisational change; evaluation and measurement; social enterprise; current policy issues.

Teaching: Lectures: 22 x one-and-a-half hours. Seminars: 22 x one-and-a-half hours, sessional.

Written work: Students will be expected to submit one essay of 1,500 words in the MT. A tutorial will be offered on this essay in the LT. Students must also produce a 3,000 word examined essay at the beginning of the ST. **Reading list:** The following are some key texts. Additional literature is provided in a course handbook at the start of the course, and on lecture handouts.

H Anheier & J Kendall (Eds), *Third Sector Policy at the Crossroads: An International Nonprofit Analysis* Routledge (2001); N Deakin, *In Search of Civil Society*, Palgrave (2001); M Harris & C Rochester (Eds), *Voluntary Organisations and Social Policy in Britain: Perspectives on Change and Choice*, Palgrave (2001); M Hudson, *Managing Without Profit: the Art of Managing Third-Sector Organisations*, Penguin (1999); J Kendall, *The Voluntary Sector*, Routledge (2003); J Kendall & M Knapp, *The Voluntary Sector in the United Kingdom*, Manchester University Press (1996); OECD *The Nonprofit Sector in a Changing Economy*, Paris: OECD (2003); W W Powell (Ed), *The Nonprofit Sector*, Yale University Press (1989); L Salamon & H Anheier, *The Emerging Nonprofit Sector: an overview*, Manchester University Press (1996).

Assessment: The examined 3,000 word essay will count for 40% of the final examination mark. A three-hour written examination paper in the summer term will count for 60% of the final examination mark.

SA462

Welfare Rights

This information is for the 2004/05 session.

Notes: This is a required training session for Diploma in Housing students taken in the September preceding their Diploma term. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the benefits system.

SA464 Half Unit

Current Issues in Housing, Community and Regeneration Policy

This information is for the 2004/05 session.

Teachers responsible: Professor A Power, A237 and Dr N Holman, A238

Availability: For MSc Housing and Regeneration, MSc International Housing and Social Change, MSc City Design and Social Science, MSc Social Policy and Planning and MSc Social Policy (Research). Other students may attend where regulations permit.

Core syllabus: The changing organisation of housing and urban policy in Britain, and other countries, with a focus on social housing.

Content: Different models of housing tenure: organisation and management of housing, alternative landlords, privatisation, tenant participation and control. Homelessness, access and affordability. Urban regeneration and brown field development. Social exclusion and housing; funding affordable housing; owner occupation and private renting in the 21st century.

Teaching: 10 Lectures, LT. 10 Seminars, LT plus four revision sessions, ST.

Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: M Harloe, *The people's home*; A Power, *Estates on the Edge*; P Saunders, *A nation of homeowners*; H Glennerster & J Hills, *The State of WelfareUrban Task Force Report*; A Power & R Rogers, *Cities for a Small Country*.

Assessment: An assessed essay of 2,000 words to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA465

Criminal Justice Policy - Long Essay

This information is for the 2004/05 session.

Teacher responsible: Dr D Roche, A326

Availability: For MSc Criminal Justice Policy.

Those taking the course part-time must submit the dissertation in their second year. The course is compulsory for all students taking the MSc in Criminal Justice Policy.

Core syllabus: The objective is to write an original dissertation on an approved topic in the field.

Selection of topic: The selection of the topic is a matter primarily for the student, though the approval of the supervisor is needed for topic registration.

Arrangements for supervision: The tutor or other designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Assessment: The date for submission of the dissertation is September. Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director by the end of January.

SA466

European Social Policy - Long Essay

This information is for the 2004/05 session.

Teacher responsible: Dr S Mangen, A261

Availability: For MSc European Social Policy. The dissertation is compulsory.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of topic: The general subject area of the dissertation should be approved by the course convenor and tutor by the sixth week of the MT and the final title of the dissertation should be submitted to the course convenor by the end of the LT.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on draft elements of the dissertation. **Assessment:** The completed dissertation, which should be typewritten, must be submitted by 1 September in the year of the examination. It must not exceed 10,000 words - bibliography and tables will not be included in this total.

SA469

Housing Dissertation

This information is for the 2004/05 session.

Teacher responsible: Dr Nancy Holman, A238

Availability: For MSc Housing and Regeneration and MSc International Housing and Social Change.

Core syllabus: A dissertation of not more than 10,000 words on a housing topic to be approved by the candidate's teachers. The dissertation offers the opportunity for a detailed and thorough exploration of an area of special interest to the student. It involves original research.

Supervision and Teaching: In addition to introductory workshops in MT, students will pursue their dissertations under the supervision of a member of the Department who will offer advice on choice and scope of subject, methodology, reading and construction of the work. Comments will be provided on an initial draft.

Assessment: The dissertation must be submitted to the Course Administrator by 1 September 2004. It should be typewritten. The Department will issue precise details on format and presentation. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

SA470

NGO Management Dissertation

This information is for the 2004/05 session.

Teachers responsible: Professor Jude Howell, A117, Dr Armine Ishkanian, A119 and Dr Marlies Glasius, A140

Availability: Compulsory for MSc Management of Non-Governmental Organisations.

Core syllabus and objective: A dissertation on a topic related to NGO Management and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original fieldwork or the analysis, appraisal and application of existing literature.

Teaching: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work during MT, LT, and ST. Comments will be provided on an outline and an initial draft. There will be five seminars on writing and research skills in the MT and weekly seminars, beginning in the LT, to enable students to explore their proposals and plans as a group.

Assessment: The dissertation must be submitted to a course administrator by the 1 September. It should be not more than 10,000 words and typewritten.

SA471

Social Policy and Planning - Long Essay

This information is for the 2004/05 session.

Teachers responsible: Professor D Piachaud, A243 and tutors

Availability: For MSc Social Policy and Planning, MSc Social Policy (Research). The Long Essay is compulsory.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these dissertations involve original perspectives or research and some have been subsequently published.

Selection of topic: The general subject area of the dissertation should be approved by the course convenor and tutor by the end of the MT and the final title should be submitted to the course convenor by the end of the LT. **Arrangements for supervision:** An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the dissertation.

Assessment: The completed dissertation, must be submitted by 1 September in the year of the examination. It must not exceed 10,000 words.

SA472

Social Policy and Planning in Developing Countries: dissertation

This information is for the 2004/05 session.

Teachers responsible: Dr D Lewis, A281, Dr S Kumar, A226 and Dr H Seckinelgin, A269

Availability: The dissertation is a course requirement for all those taking the MSc Social Policy and Planning in Developing Countries and MSc Social Policy (Research).

Core syllabus: The 10,000-word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Selection of topic: The area of study is defined by the student, in consultation with the supervisor. An outline proposal is developed on SA452.3A and discussed with the supervisor.

Arrangements for supervision: The supervisor will provide regular supervision and provide feedback.

Assessment: The dissertation must be submitted to the Course

Administrator by 1 September 2004. Dissertations should be no more than 10,000 words in length, excluding notes and appendices. Students are strongly recommended to acquire word processing skills and type their own dissertations.

SA475**Voluntary Sector Dissertation**

This information is for the 2004/05 session.

Teacher responsible: Dr Sarabajaya Kumar, A118

Availability: Compulsory for students taking the MSc Voluntary Sector Organisation.

Core syllabus: A dissertation on a topic related to the voluntary sector and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve empirical research (case studies, policy analysis, surveys), or the analysis and appraisal of existing literature.

Supervision and Teaching: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on the choice and scope of subject, methodology, reading, analysis and presentation of the work. Comments will be provided on draft chapters. There will be 11 x 1 1/2 hour workshops, to review research skills and methodology, and to enable students to explore their proposal as a group.

Assessment: The dissertation must be submitted to a course teacher by 1 September. It should not exceed 10,000 words, be typewritten and conform to standard social science style in presentation and citation.

SA479 Half Unit**Development of Housing and Urban Renewal**

This information is for the 2004/05 session.

Teachers responsible: Professor A Power, A239 and Dr Nancy Holman, A238

Availability: For MSc Housing and Regeneration, MSc International Housing and Social Change, MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy, MSc Cities Space and Society, MSc Urban and Regional Planning, MSc Development Studies, MSc Environment and Development. Other students may attend where regulations permit.

Core syllabus: The development of housing policy from the late nineteenth century to the present day, with a focus on social housing.

Content: The development of housing models, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, problems within social housing, radical housing change since the 1980s, European housing policies, partnerships, alternative approaches.

Teaching: 10 lectures, MT. 10 seminars, MT. There will be revision seminars in the ST.

Written work: Each student will prepare two 2,000-word essays and make accompanying class presentations.

Reading list: J Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; P Dunleavy, *The Politics of Mass Housing in Britain 1945-75*; M Burbidge et al, *Investigation of Difficult to Let Housing*; A Coleman, *Utopia on Trial*; A Power, *Property Before People: Hovels to High Rise*.

Assessment: An assessed essay of 2,000 words to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA481 Half Unit Not available in 2004/05**Basic Population Analysis**

This information is for the 2004/05 session.

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Population and Development; MSc Development Studies and MSc Statistics. Also available to other MSc students.

Pre requisites: Students should have basic numeracy.

Core syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection.

Content: The construction, interpretation, and uses of life tables. The measurement and analysis of fertility and birth intervals. Natural fertility and the proximate determinants of fertility, including Bongaarts' framework. Cohort and period approaches to measurement. Nuptiality and reproductivity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching: 10 x one-and-a-half hour lectures and 10 x one-and-a-half seminars (SA481), MT.

Written work: Students will be expected to complete exercises and write a number of essays.

Reading list: A detailed reading list will be provided at the start of the course. A useful basic text is *Methods and Models in Demography* by C Newell, 1988; or, alternatively, *Demographic Techniques* by A H Pollard, F Yusuf & G N Pollard, 1990.

Assessment: A two-hour written examination in the ST.

SA482 Half Unit Not available in 2004/05**Demographic Data Collection, Sampling and Surveys**

This information is for the 2004/05 session.

Teacher responsible: Dr E Coast, A232

Availability: Available as an optional course for MSc Population and Development and other MSc students where regulations permit.

Core syllabus: The course deals with the main qualitative and quantitative methods of collecting demographic data. Problems associated with both the data collection and the data themselves are addressed, in developed and less developed societies.

Content: The course addresses key question such as:

- Why is demographic data collected?
- What are the main sources of demographic data?
- How might qualitative demographic data be collected?
- What are the key elements of questionnaire design?
- How might demographic data quality be improved?
- What are the problems associated with data collection in less developed countries?
- What factors should be taken into consideration when designing a sample survey?

The course covers a range of topics, including: the uses of demographic data; sources of demographic data, including censuses, vital registration and retrospective surveys; the historical development of demographic data; basic survey design; sampling strategies; questionnaire design; issues of data collection in less developed societies; the use of qualitative techniques for the collection of data, including focus group discussions; data errors and quality; census design and execution; major demographic sample surveys (including the World Fertility Surveys and Demographic and Health Surveys) and government social surveys (with specific reference to Britain).

Teaching: Lectures: 10 x SA482, MT. Seminars: 10 x SA482, MT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. Some key overview texts include: D Lucas & P Kane, *Asking demographic questions*; M Bulmer & D Warwick (Eds), *Social research in developing countries*; A Basu & P Aaby, *The methods and uses of anthropological demography*; C Moser & G Kalton, *Survey methods in Social Investigation*; D J Casley & D A Lury, *Data Collection in Developing Countries*; J C Caldwell, *Micro approaches to demographic research*.

Assessment: A two-hour written examination in the ST.

SA485 Half Unit**Methods for Population Planning**

This information is for the 2004/05 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Population and Development, MSc Health, Population and Society, and other MScs where regulations permit.

Pre requisites: Some familiarity with personal computers is required, but a high degree of technical proficiency is not required.

Core syllabus: The course covers the main quantitative methods used in population and development, especially the implications of the HIV/AIDS pandemic. These include methods of making population projections for both overall populations and particular sub-groups; methods for assessing the impact of factors such as AIDS and the introduction of a new family planning programme. The approach is practical and complements the more theoretical courses in the rest of the MScs. Students will undertake a number of computer-based assignments.

Content: Concepts used for population analysis. The role of population projections in the population planning and development process. The basis of projections of international agencies. The formulation of projection assumptions and methods of making projections. Methods for assessing the impact on demographic trends of external factors: the cases of AIDS and incorporation of such factors into national planning; the use of AIM (AIDS Impact Model) and ones for assessing the effects of family planning programmes. Formal and contextual evaluation and monitoring of programmes. Projections for particular sub-groups such as households, families, urban, sub-national and labour force ones. The implications of uncertainty for the planning process.

Teaching: 10 x two-hour seminars and 10 x one-hour computer-based practicals.

Reading list: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents.

Assessment: Assessment will be by two coursework assignments, each of a maximum of 10 x A4 pages, which will involve the formulation, execution and writing up of a project concerned with a model for population planning, which has been agreed with the teacher responsible.

SA488 Half Unit**Social Policy: Goals and Issues**

This information is for the 2004/05 session.

Teachers responsible: Professor D Piachaud, A243 and others

Availability: For MSc Social Policy and Planning, MSc Housing and Regeneration, MSc International Housing and Social Change. Also available to other MScs in the Department of Social Policy and, with approval, other MScs outside the department.

Core syllabus: The development of social policy, its goals and the main issues facing social policy.

Content: This course will deal with social policy formation: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Teaching: 10 weekly lectures and 10 weekly seminars MT.

Reading list: Some introductory texts are: M Bulmer, J Lewis & D Piachaud (Eds), *The Goals of Social Policy*, Unwin Hyman, 1989; H Glennerster, *British Social Policy since 1945*; H Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; J Hills et al, *The State of Welfare*, Oxford, 1990; J Hills, *The Future of Welfare*, JR Foundation, 1993.

A full bibliography will be handed out with the programme of seminar topics.

Assessment: A two-hour written examination in the ST.

SA492 Half Unit**Reproductive Health Programmes: Design, Implementation and Evaluation**

This information is for the 2004/05 session.

Teacher responsible: Dr E Coast, A232

Availability: For MSc Population and Development, MSc Development Studies, MSc Gender, MSc Gender and Social Policy and MSc Health, Population and Society. Also available for other MSc students where regulations permit. This course is capped.

Core syllabus: This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation.

Content: The course addresses key questions such as:

- What role can the mass media play in communicating reproductive health messages?
- What are the key elements of a reproductive health programme?
- What special sexual and reproductive needs do adolescents have?
- Should violence against women be considered a reproductive health issue?
- How appropriate is social marketing as a means of increasing contraceptive use in developing countries?
- What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Reading list: Reading lists are provided at the beginning of each term along with topics for class presentations. There is no single key text. The following journals are of key importance: *Studies in Family Planning*, *Population Reports*, *International Family Planning Perspectives*, *Population Council Working Papers*, *Health Transition Review*, *Social Science and Medicine*.

Assessment: A two-hour written examination in the ST.

SA493 Half Unit**Population Trends and Processes in the Developing World**

This information is for the 2004/05 session.

Teacher responsible: Dr E Coast, A232

Availability: For MSc Population and Development. Also available to other MSc students where the regulations permit.

Core syllabus: The course provides an up-to-date and comprehensive account of the population trends in less developed societies. The course is substantive in content, and examines population size, distribution, rates of growth, fertility, mortality, disease and migration. The main determinants of these variables and their principal consequences are also examined.

Content: The course addresses key questions such as:

- How important is economic development for mortality decline?
- Why does the educational level of the mother appear to be such a powerful factor in accounting for differences in child mortality in many developing countries?
- What are the consequences of famine for levels of fertility, mortality and migration?
- What are the demographic consequences of HIV/AIDS?
- What are the socio-economic implications of population ageing in Asia?
- How is malnutrition defined and measured?

The course covers a wide range of topics, including: the distribution of the world's population between major countries and regions; differentials in population age and sex composition; variation in rates and patterns of fertility, mortality and population growth; levels and trends of urbanisation; the extent of national and international migration flows; determinants of fertility - marriage patterns, breastfeeding, contraception, abortion; the relationships between fertility and mortality and socio-economic variables such as income and education; major disease profiles, including malaria, diarrhoea and HIV/AIDS; famine demography; the consequences of rapid fertility decline, including population ageing and issues of old age care.

Teaching: 10 Lectures and 10 Seminars, LT.

Written work: Students are expected to prepare a seminar presentation and an essay (circa 1500 words) during the term.

Reading list: Reading lists are provided at the beginning of the course along with topics for seminar presentations. Some key overview texts include: M Livi-Bacci, *A concise history of world population*; W Lutz, *The Future Population of the World*; United Nations, *World Population Prospects*.

Assessment: A two-hour written examination in the ST.

SA499**Dissertation: Population and Development**

This information is for the 2004/05 session.

Teachers responsible: MSc Convenor and personal supervisor.

Availability: This course is intended for students taking the MSc in Population and Development.

Core syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4A3 Half Unit**Social and Political Aspects of Regional and Urban Planning**

This information is for the 2004/05 session.

Teachers responsible: Dr A Thornley, SA20 and other

Availability: For MSc Regional and Urban Planning. Other postgraduate students may attend where regulations permit.

Core syllabus: The course will explore the impact of key social and political processes on the activity of urban and regional planning. These processes will be explored from the global, through national, to local scale.

Content: Globalisation and its impact on cities and urban planning. The 'World City' debate. The impact of political ideology on planning intervention. The effect of different institutional structures on the nature and form of the planning system across Europe. Processes of gentrification and social segregation in cities. Theories of urban politics. The changing governance of selected cities including London and its effect on urban policy. Debates on the concept of 'community' and its relevance for planning. Participation in the planning process.

Teaching: 10 lectures and eight seminars in the MT.

Written work: Students will be required to submit a 3,000-word essay. In addition work will be undertaken for a seminar presentation.

Reading list: D Held & A McGrew (Eds), *The Global Transformation Reader*; J Short & Y Kim, *Globalization and the City*; S Sassen, *The Global City*; A Thornley, *Urban Planning under Thatcherism*; P Newman & A Thornley, *Urban Planning in Europe*; D Judge et al, *Theories of Urban Politics*; D Hill, *Urban Policy and Politics in Britain*; S Fainstein, *The City Builders: Politics and Planning in London and New York*; S Fainstein et al, *Divided Cities: New York and London in the Contemporary World*; N Smith, *The New Urban Frontier: gentrification and the revanchist city*; C Jencks & P Peterson, *The Urban Underclass*; D King & G Stoker, *Rethinking Local Democracy*; A Etzioni, *The Spirit of Community*.

Assessment: Course work in the form of a 3,000-word essay (25%). A two-hour written examination in the ST (75%).

SA4A5

Dissertation: Gender and Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr W Sigle-Rushton, A271

Availability: Compulsory for MSc Gender and Social Policy.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary. The final title of the dissertation should be submitted to the course tutor by the end of the MT.

Supervision: An appropriate tutor will be appointed to advise each student and to comment on the first draft of the dissertation.

Assessment: The completed essay, which must be typewritten, should be submitted by the last Friday in August in the year of the examination. It should be between 10,000-12,000 words.

SA4A6

Dissertation: International Health Policy

This information is for the 2004/05 session.

Teachers responsible: Professor E Mossialos, J413, Dr M R Bhatia, A225 and Ms Anna Dixon, J406

Availability: Compulsory for the MSc International Health Policy.

Core syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject. Often, the MSc dissertation may involve original perspectives or research. The dissertation will be written during the summer period, typically from the end of June to the end of August. It may be written in conjunction with an internship with an organisation.

Selection of topic: The area of study is defined by the student, with the supervisor's assistance, if necessary. When a dissertation is written during an internship, the institution hosting a student may propose a topic suitable for a dissertation. The student with their supervisor needs to ensure that the proposed topic meets academic standards. The final title of the dissertation, together with a detailed outline, methodology and a list of references should be completed by the end of June.

Supervision: An appropriate academic tutor will be appointed to advise each student and to comment on the first draft of the dissertation. In addition, where a student undertakes an internship a placement supervisor will be assigned who will liaise with the academic tutor regarding the student's progress.

Assessment: The final draft of the dissertation must be typewritten and must be submitted on 1 September in the year of examination. It must not exceed 10,000 words.

SA4A7 Half Unit

Gender and Social Policy: Theory and Practice

This information is for the 2004/05 session.

Teacher responsible: Dr W Sigle-Rushton, A271

Availability: Compulsory for MSc Gender and Social Policy, optional for other MSc degrees.

Core syllabus: The course looks at two distinct aspects of gender and social policy: the importance of gender in explaining the structure and development of social policy and the use of gender in analysing inequalities that arise in access to and outcomes of social policies.

Content: Feminist perspectives on welfare are explored, while notions of justice, citizenship and inequality are examined as tools to analyse social policy. The use of gender as a category of analysis is examined and attention is paid to how this may mask differences of race and class. Policy-making is analysed to see how gender roles and the form, functioning and responsibilities of the family are understood. The course will also focus on the gender impact of economic reform on labour market opportunities and on inequalities in economic resources. Finally, the role of women and men as actors in the policy-making process will be analysed.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half hour seminars, MT.

Reading list: C Ungerson & M Kember, *Women and Social Policy: a reader*, 1997; F Williams, *Social Policy: a critical introduction*, 1989; G Pascall, *Social Policy: a new feminist analysis*, 1997; L Gordon, *Women, the State and Welfare*, 1990; L Fox Harding, *Family, State and Social Policy*, 1996; J Lewis, *Women's Welfare, Women's Rights*, 1983; J Peters & A Wolper (Eds), *Women's Rights, Human Rights: international feminist perspectives*; Popay, Hearn & Edwards (Eds), *Men, Gender Divisions and Welfare*, 1998.

Assessment: A 3,000-word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA4A8 Half Unit

Gender, International Social Policy and Development

This information is for the 2004/05 session.

Teacher responsible: Dr W Sigle-Rushton, A271

Availability: Compulsory for MSc Gender and Development on completion of DV416. Optional for MSc Gender and Social Policy on completion of SA4A7. Optional for other MSc degrees on completion of either SA4A7 or DV416.

Core syllabus: The course will allow students to consider the way in which policy makers and planners in different institutional and organisational contexts integrate gender and are influenced by, and seek to influence, social policy dialogues at global, regional, national and local levels.

Content: The course will begin by exploring theoretical and conceptual approaches to gender in international development. The impact of social and economic change on gender and other social relations will be examined through an exploration of international policy change. The impact of war and conflict situations and environmental change will also be considered. Attention will be paid to the human rights of women, gender and anti-poverty strategies and key sectoral policies affecting gender relations such as sexual and reproductive health. The course also focuses on public action and policy processes concerned with women's rights and gender issues in development and looks at ways in which international development policy and practice can be made more gender sensitive.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half hour seminars, LT.

Reading list: H Afshar (Ed), *Women and Politics in the Third World*; A Basu (Ed), *The Challenge of Local Feminisms, Women's Movements in a Global Perspective*; B Einhorn, *Cinderella goes to Market*, 1993; D Elson, *Male Bias in the Development Process*, 1995; C Jackson & R Pearson (Eds), *Feminist Visions of Development: gender analysis and poverty*; N Kaber, *Reversed Realities: gender hierarchies in development thought*, 1994; N Visvanathan, *The Women, Gender and Development Reader*, 1997.

Assessment: A 3,000-word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4A9 Half Unit

Gender and European Welfare States

This information is for the 2004/05 session.

Teacher responsible: Dr W Sigle-Rushton, A271

Availability: Optional for MSc Gender and Social Policy on completion of SA4A7 **Gender and Social Policy: Theory and Practice**. Optional for other MSc degrees.

Core syllabus: The study of gender and social policy from a European perspective will allow students to analyse the different ways in which gender is incorporated into national welfare states and the impact this incorporation has on particular, national structures of gender inequalities.

Content: The course will examine the theory and methodology of comparative studies and the applicability of existing comparative theories/methods to the analysis of gender. Consideration will be given, to how well existing typologies of welfare states fare when gender is the focus of analysis, and the role, if any, that the European Union has played in the development of more gender equitable outcomes in EU countries. A number of key areas will then be studied, including: citizenship and the bases of entitlements across welfare states; the organisation of caring services including child care; family policy; provision for lone parents; the labour market and labour market policies; social security and income distribution. In looking at these areas students will be encouraged to contrast the approach of different families of nations (eg, Bismarckian regimes versus Scandinavia) as well as looking at the particularism of certain national approaches.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half hour seminars, LT.

Reading list: M Daly, *The Gender Division of Welfare*, 2000; D Sainsbury, *Gender, Equality and Welfare States*, 1996; D Sainsbury, *Gendering Welfare States*, 1994; J Lewis, *Women and Social Policies in Europe*, 1993; C Hoskyns, *Integrating Gender: women, law and politics in the European Union*, 1996; N Ginsburg, *Divisions of Welfare*, 1992.

Assessment: A 3,000-word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4B2 Half Unit Not available in 2004/05

Family Change and Society

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This is an optional course for MSc degrees in Social Policy, Population, and Gender and Social Policy, and other degrees where regulations permit.

Core syllabus: This course will examine the dimensions of family change and its implications for the public and private domains of life. The approach will be interdisciplinary and comparative.

Content: The course will examine the historical and contemporary debates on the family. The major themes to be covered include: theoretical and methodological perspectives; parenthood, care and costs of children, work and family life including employment and income patterns, the division of labour and allocation of resources within the household, the role of fathers in family life, divorce and lone parenthood

issues, the emergence of cohabitation and alternative styles of living and family, state and public policy.

Teaching: 10 Lectures and 10 seminars, LT.

Written work: Presentation of short class papers and one essay.

Reading list: A detailed reading list will be provided at the beginning of the session. General reading: J R Gillis, *A World of Their Own Making: myth ritual and the quest for family values*, Harvard University Press, 1996; D M Klein & J M White, *Family Theories: an introduction*, Sage; ONS, *Social Focus on Families*, 1997; K O Mason & A-M Jensen (Eds), *Gender and Family Change in Industrialised Countries*, OUP, 1995; J Millar & A Warman, *Family Obligations in Europe*, Family Policy Studies Centre, 1996; L Hantrais & M Lebablier, *Families and Family Policies in Europe*, 1996; HM Government's Paper on the Family, *Supporting Families*, ONS 1999; B Rogers & J Pryor, *Divorce and Separation: the outcomes for children*, Joseph Rowntree Foundation, 1998; K Kiernan, H Land & J Lewis, *Lone Motherhood in the Twentieth Century, from footnote to frontpage*, OUP, 1998; A Hochschild, *The Second Shift: working parents and the revolution at home*, Piatkus, 1989; S McRae (Ed), *Changing Britain: families and households in the 1990s*, OUP, 1999.

Assessment: A two-hour written examination in the ST.

SA4B3

Dissertation: Health, Population and Society

This information is for the 2004/05 session.

Teachers responsible: MSc Convenor and personal supervisor

Availability: For students taking the MSc Health, Population and Society.

Core syllabus: The purpose is to allow students to explore a particular research topic on issues related to health and population in depth.

Selection of topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Assessment: The completed dissertation must be submitted by 1 September in the year of examination.

SA4B4

Child Rights, Child Poverty and Development

This information is for the 2004/05 session.

Teachers responsible: Professor P Townsend, A263 and Dr E Munro, A272

Availability: An optional course for MSc Human Rights. The course is also an option for other MSc courses, where regulations permit.

Core syllabus: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention, and issues of importance in both rich and poor societies, such as child labour, abuse, commercialisation of childhood, gender inequality, family disputes between the generations, sexual and reproductive rights and general rights of women, and services for disabled children - are included. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The fundamental right of children to social security will be given particular attention. The role of the international agencies, Trans National Corporations and NGOs in relation to policy will be assessed.

Teaching: Lectures: 20 x one-hour. Seminars: 26 x one-and-a-half hours ML plus three x one-and-a-half hours in the ST (revision). Students will be expected to participate in seminars and give a presentation in both the MT and LT.

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of their first term. This will be marked and returned to the student but not assessed in the award of the degree.

Reading list: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; Commission of The Commonwealth Human Rights Initiative (CHRI) *Human Rights and Poverty Eradication*, New Delhi and London, CHRI, 2001; National Research Council, *From Neurons to Neighbourhoods: The Science of Early Childhood Development*, Washington DC, National Research Council, 2000; UNICEF, *Poverty Reduction Begins with Children*, New York, UNICEF, 2001; UNDP, *Human Development Report 2000*, New York, UNDP, 2000; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, Italy, 2000; G Van Bueren, *The International Law on the Rights of the Child*, The Hague, Netherlands, Kluwer Law International, 1994; K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement, 2002; C Chinkin, 'The United Nation

Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems 2001*, Oxford University Press, 2002; E Munro, *Effective Child Protection*, Sage, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*. London, Jessica Kingsley, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; B Thompson, *Africa's Charter on Children's Rights. A Normative Break with Cultural Traditionalism*, 41 ICLQ 432, 1992.

A full reading list will be circulated at the start of the course.

Assessment: An assessed essay of up to 3,000 words to be submitted by the first day of the ST (40%). A three-hour written examination in the ST (60%).

SA4B5 Half Unit

International Planning and Children's Rights

This information is for the 2004/05 session.

Teachers responsible: Professor P Townsend, A263 and Dr E Munro, A272

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit.

Core syllabus: This course explores international planning as a central feature of development through the application of Human Rights concepts and legislation to current conditions experienced by children. It is an interdisciplinary course.

Content: The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty, experienced by many children. Issues of child labour, the sexual and reproductive rights of adolescent children, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, governments and NGOs.

Teaching: Lectures: 10 x one-hour. Seminars: 13 x one-and-a-half hours MT. Two summer revision sessions x one-and-a-half hours.

Students will be expected to participate in seminars and to give seminar presentations.

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press (2000); P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press (2002); D Gordon, et al, *Child Poverty in the Developing World*, Policy Press (2003); Commission of The Commonwealth Human Rights Initiative (CHRI), *Human Rights and Poverty Eradication*, New Delhi and London, CHRI (2001); National Research Council, *From Neurons to Neighbourhoods: The Science of Early Childhood Development*, Washington D.C., National Research Council (2000); UNDP, *Human Development Report 2000*, New York, UNDP (2000); K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement (2002); E Munro, *Effective Child Protection*, Sage (2002); D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International (2000); B Thompson, *Africa's Charter on Children's Rights. A Normative Break with Cultural Traditionalism*, 41 ICLQ 432 (1992); J Kerr, *Ours by Right: Women's Rights as Human Rights*, Zed Books, (1993); H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996.

A full reading list will be circulated to students at the start of the course.

Assessment: A two-hour written examination in the ST (100%).

SA4B6 Half Unit

International Social Policy and Children's Needs

This information is for the 2004/05 session.

Teachers responsible: Professor P Townsend, A263 and Dr E Munro, A272

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit

Core syllabus: The relationship of international and national policies to the fulfilment of declared child rights and the eradication of poverty is examined. The role in policy of the different Charters and World Summits on child rights will be considered.

Content: The links between child rights, child poverty and development are examined with particular reference to national and international policies, operating as causes and not only as effects. Human rights theories as a basis for international and social policies will be a focus of attention, and the case of the United Kingdom will be illustrated. The structural problems of market globalisation and social polarisation in the 21st century, together with the growth of Trans National Corporations will be addressed. The policies of the international agencies and NGOs will be analysed in relation to children. The needs of disabled and institutionalised

children and of all children in relation to the right to social security, will be given particular attention.

Teaching: Lectures: 10 x one-hour. Seminars: 13 x one-and-a-half hours, LT. Two revision sessions in the ST x one-and-a-half hours.

Students will be expected to participate in seminars and give seminar presentations.

Written work: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Reading list: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press (2000); P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press (2002); D Gordon et al, *Child Poverty in the Developing World*, Policy Press (2003); Commission of The Commonwealth Human Rights Initiative (CHRI), *Human Rights and Poverty Eradication*, New Delhi and London, CHRI (2001); UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, Italy (2000); G Van Bueren, *The International Law on the Rights of the Child*, The Hague, Netherlands, Kluwer Law International (1994); C Thinkin, "The United Nation Decade for the Elimination of Poverty: What Role for International Law?", *Current Legal Problems 2001*, Oxford University Press (2002); E Munro, *Effective Child Protection*, Sage (2002); D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International (2000); ILO, *Social Security: A New Consensus*, Geneva, (2001); B Thompson, *Africa's Charter on Children's Rights: A Normative Break with Cultural Traditionalism*, 41 ICLO 432 (1992). A supplementary reading list will be circulated to students at the start of the course.

Assessment: A two-hour written examination in the ST (100%).

SA488 Half Unit Not available in 2004/05

Ethnicity, 'Race' and Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr C Phillips, A235

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Voluntary Sector Organisation, MSc Gender and Social Policy. Also available as an optional course for other MSc students where regulations permit.

Core syllabus: The course analyses the historical and contemporary relations between ethnicity and 'race' in the discipline and practice of social policy. It will examine the theoretical frameworks, which seek to explain patterns of racial inequality, racial discrimination, and racism in the formulation, implementation and outcome of social policies.

Content: Historical and contemporary contexts; Conceptual frameworks; Theories of race and ethnic relations; Policy and ideology; Demography, geography and housing; Education; Employment and poverty; Victimisation and criminal justice; Globalisation, immigration and asylum; Minority perspectives and anti-discrimination initiatives.

Teaching: 10 x one-hour lectures, and 10 x two-hour seminars, MT.

Reading list: J Solomos & L Back, *Racism and Society*, 1996; D Mason, *Race and Ethnicity in Modern Britain*, 2000; P Gilroy, *There Ain't No Black in the Union Jack*, 1987; F Anthias & N Yuval-Davis, *Racialized Boundaries*, 1992; M Mac an Ghaill, *Contemporary Racisms and Ethnicities: social and cultural transformations 1999*; T Modood & R Berthoud, *Ethnic minorities in Britain: diversity and disadvantage*, 1997; F Williams, *Social Policy: a critical introduction*, 1989; B Bagilhole, *Equal Opportunities and Social Policy*, 1997; W Ahmad & K Atkin, *'Race' and Community Care*, 1996.

Assessment: A 2,000 word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA489 Half Unit

Education Policy, Reform and Financing

This information is for the 2004/05 session.

Teacher responsible: Professor A West, A139

Availability: For MSc students on Social Policy Programmes, and others as regulations permit, as an option.

Core syllabus: The course considers education policy, reforms and financing across developed countries, in particular Britain, Europe and North America. There is a particular focus on equity and social justice and the redistribution of resources.

Content: Topics will include: market-oriented reforms in education; reform of education finance and demand-side financing; impact of social background (socio-economic, race/ethnicity, gender) on outcomes and related policy reform; education and social exclusion; special educational needs/disability and policy; international comparisons of attainment and policy; higher education policy and practice.

Teaching: 10 lectures and 13 seminars, LT, ST.

Written work: Students will be expected to make a number of seminar presentations.

Reading list: Specialist lists for each topic will be provided. The following books are recommended: A H Halsey, H Lauder, P Brown & A Stuart Well, *Education: Culture, economy and society*, Oxford University Press, 1997; J

Le Grand & W Bartlett (Eds), *Quasi-Markets and Social Policy*, Macmillan, 1993; M Coleman & L Anderson (Eds), *Managing Finances and Resources in Education*, Paul Chapman, 2000; A West & H Pennell, *Underachievement in Schools*, Routledge Falmer, 2003.

Assessment: One written assignment of no more than 2,000 words (25%) to be submitted during the first week of the ST. A two-hour written examination in the ST (75%).

SA4C1

Long Essay and the Research Process

This information is for the 2004/05 session.

Teacher responsible: Dr E Munro, A272

Availability: For all MSc Social Policy programmes involving a dissertation or long essay. Exemptions at the discretion of the course tutor. Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Core syllabus: The course aims to provide an understanding of issues associated with the research process in the context of MSc Social Policy long essays. It includes an examination of philosophical issues underpinning research methods in social policy, the place of different research methods (qualitative and quantitative) in social policy and the process of writing a long essay.

Content: Issues in the methodology of social policy research; selecting the appropriate methods; the process of framing a research question; hypothesis building and/or using conceptual frameworks; and constructing an argument.

Teaching: Two lectures in MT, three lectures in LT.

Written work: None required.

Reading list: Three useful texts are: T May, *Social research: Issues, methods and processes*, Open University Press, 1997; C Robson, *Real world research: A resource for social scientists and practitioner-researchers*, Oxford University Press, 1993; N S R Wallimann, *Your research project: A step-by-step guide for the first-time researcher*, Sage, 2001.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4C2 Half Unit Not available in 2004/05

Basic Education for Social Development

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MSc in Social Policy and Planning in Developing Countries. Students in other Master's degrees may also take this paper by agreement with their supervisors and the class teacher and as permitted by the regulations. Work experience in a developing country is highly desirable but not essential.

Core syllabus: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy.

Content: History of education and current problems in developing countries, links between basic education and socio-economic development, primary and secondary provision, decentralisation of education management and funding, non-formal and vocational education, adult literacy, popular education for grassroots development and environmental education.

Teaching: 10 x one-hour lectures and 10 x one-and-a-half hour seminars, LT.

Reading list: K Watkins, *The Oxfam Education Report*, 2000; UNICEF, *The State of the World's Children: Education*, 1999; International Consultative Forum on Education for All, *Education for All 2000 Assessment*, 2000 (www.unesco.org); L Kane, *Popular Education and Social Change in Latin America*, 2001; World Bank, *Priorities and Strategies for Education*, 1995; S Graham-Brown, *Education in the Developing World: Conflict and Crisis*, 1991; M Todaro, *Economics for a Developing World*, chapter 9, 2000; H Patrinos & D Ariasingam, *Decentralisation of Education: Demand-Side Funding*, 1997; J Huckle & S Sterling (Eds), *Education for Sustainability*, 1996.

Assessment: One 2,000-word essay to be handed in during the first week of ST (25%). A two-hour examination paper in June (75%).

SA4C3 Half Unit

Statistical Methods in Health Care Economic Evaluation

This information is for the 2004/05 session.

Teachers responsible: Professor A McGuire, J405 and Dr M Raikou, J305

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. There is no pre-requisite, although it is envisaged to be complementary to SA4C4.

Core syllabus: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector.

Content: Introduction to statistical methods, Linear regression analysis, logistic regression analysis, Survival analysis for health outcomes, survival analysis for treatment costs, Economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios.

Transformation of ratios - net benefit approach. Missing data, parametric and non-parametric approaches. Willingness to pay and contingent valuation. Bayesian interpretations. Presentation of analysis, acceptability curves.

Teaching: 10 lectures (one-hour) and 10 seminars (one-and-a-half hours), LT.

Reading list: The following are basic reading for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996; M Johannesson, *Theory and Methods of Economic Evaluation in Health Care*, Kluwer, 1996; P Johannesson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Assessment: A 2,500 word essay to be handed in on the first day of the ST. (25%). A two-hour written examination in the ST (75%).

SA4C4 Half Unit

Cost-Effectiveness Analysis in Health Care

This information is for the 2004/05 session.

Teachers responsible: Dr F Sassi, A259 and Professor A McGuire, J405

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy; MSc International Health Policy (Health Economics) and other Master's students where programme regulations permit.

Core syllabus: This course develops concepts and methods of economic analysis of health care services and programmes, particularly focusing on cost-effectiveness analysis techniques.

Content: The theoretical foundations of health care economic evaluation; welfare economics and extra-welfarist approaches. The design of a cost-effectiveness analysis and interpretation of cost-effectiveness ratios. Evaluations based on primary studies and evaluations based on mathematical models. Methods for measuring the outcomes of health care interventions. Survival, quality of life assessment and preference elicitation techniques. Methods for calculating QALYs and DALYs. The opportunity cost of health care interventions. Sources of data for cost analysis. Methods for dealing with uncertainty and generalisability in cost-effectiveness analysis. The impact of economic evaluation on decision making in health care.

Teaching: 10 lectures and nine seminars and practical workshops in the LT.

Reading list: The following are basic readings for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, New York, OUP, 1996; M Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 1997; F Sloan (Ed), *Valuing Health Care*, Cambridge University Press, 1995; S Curry & J Weiss, *Project Analysis in Developing Countries*, Macmillan, 1994; C Dinwiddy & F Teal, *Principles of Cost-Benefit Analysis for Developing Countries*, Cambridge University Press, 1996.

Supplementary reading list: This is made available on Web CT along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.

Assessment: Assessment is through a project that students will undertake in small groups and write up individually (2,000 word paper), to be submitted at the end of the course.

SA4C5 Half Unit

International Housing and Social Change: Shelter Needs and Strategies

This information is for the 2004/05 session.

Teachers responsible: Professor A Power, A237 and Dr S Kumar, A226

Availability: For MSc International Housing and Social Change, MSc Housing and Regeneration, MSc City Design and Social Science, MSc Development Management, MSc Development Studies, MSc Social Policy and Planning, MSc Cities, Space and Society, MSc Urban and Regional Planning, MSc Social Policy and Planning in Developing Countries. Other students may attend where regulations permit.

Core syllabus: Key urban social and housing issues facing developed and developing countries- overview.

Content: Introduction to international housing and social change; shelter needs and urban growth; government intervention; government as enabler; private renting and self-help housing; urban poverty and livelihood systems; bottom up shelter models; the role of the environment in sustainable cities; a global perspective.

Teaching: 10 lectures MT, 10 Seminars MT. There will be four revision seminars in the ST.

Written work: Each student will prepare two x 2,000 word essays and produce four case studies.

Reading list: UN, *An Urbanising World*; B Aldrich, *Housing the Urban Poor*; A Power, *Estates on the Edge*; C Jencks, *Homelessness*; Satterthwaite & Hardy, *Squatter Settlements*; Van Vilet, *International Housing Policy*, Basrah, *Our Urban Future*; D Satterthwaite, *Sustainable Cities*

Assessment: A two-hour written examination in ST and an assessed 2,000 word essay to be handed in on the first day of LT.

SA4C6 Half Unit

International Housing and Human Settlements: Conflicts and Communities

This information is for the 2004/05 session.

Teachers responsible: Professor A Power, A237 and Dr S Kumar, A226

Availability: For MSc International Housing and Social Change, MSc Housing and Regeneration, MSc City Design and Social Science, MSc Development Management, MSc Development Studies, MSc Social Policy and Planning, MSc Cities, Space and Society, MSc Urban and Regional Planning, MSc Social Policy and Planning in Developing Countries. Other students may attend where regulations permit.

Core syllabus: Key urban social and housing issues facing developed and developing countries - roles and conflicts.

Content: Providers of urban housing; tenure development; local government; NGOs; women in Housing and Community; the social consequences of urban and housing design; new roles in contemporary housing design and development; the role of international agencies in tackling shelter problems; theories and practical tools for making urban settlements work; the role of participation in shelter.

Teaching: 10 lectures LT, 10 Seminars LT. There will be four revision seminars in the ST.

Written work: Each student will prepare two x 2,000 word essays and produce four case studies.

Reading List: UN, *An Urbanising World*; B Aldrich, *Housing the Urban Poor*; A Power, *Estates on the Edge*; C Jencks, *Homelessness*; Satterthwaite & Hardy, *Squatter Settlements*; Van Vilet, *International Housing Policy*; Basrah, *Our Urban Future*; D Satterthwaite, *Sustainable Cities*

Assessment: A two-hour written examination in ST and a 2,000 word assessed essay to be handed in on the first day of ST.

SA4C7 Half Unit

Understanding Housing Finance and Economics

This information is for the 2004/05 session.

Teacher responsible: Professor C Whitehead, S377

Availability: MSc Housing and Regeneration; MSc International Housing and Social Change. Other students may attend where regulations permit.

Pre-requisites: Students must have completed a course in economics at undergraduate level. Those students who have not done an economics course must take the full unit SA422. Students must see the teacher responsible before registration.

Core syllabus: The course uses economic and financial principles to address particular housing problems and policies. Examples will concentrate on the UK but include comparisons with other countries.

Content: Topics include: Forecasting housing demand and assessing the need for social housing. The supply of new housing and its relation to land Availability. Maintaining and improving the existing stock. The relationship between housing and regeneration policies. Financing and subsidy systems as they apply to owner-occupation, private renting and the social sector. Demand versus supply subsidies. Paying for investment in social housing. Regulation and control of public subsidy. Resource accounting. The introduction of private finance into social housing. Analysis will be applied to British housing policy, with comparisons from other industrialised countries.

Teaching: Four lectures LT; 12 seminars LT and ST.

Reading list: A detailed reading list will be provided at the beginning of the course. Much of the policy reading will be available from the web. Relevant texts include: T O'Sullivan & K Gibb (Eds), *Housing economics and Public Policy*; R Muth & A Goodman, *The Economics of Housing Markets*; G Fallis, *Housing Economics*; J Hills, *Unravelling Housing Finance*; K Gibb & M Munro, *Housing Finance in the UK*; G MacCrone & M Stephens, *Housing Policy in Britain and Europe*; P Williams (Ed), *Directions in Housing Policy*; M Kleinman, *Housing, Welfare and the State in Europe*; S Monk & C M E Whitehead, *Restructuring Housing Systems*.

Assessment: A two-hour written examination in the ST.

SA4C8 Half Unit

Globalization and Social Policy

This information is for the 2004/05 session.

Teacher responsible: Dr H Seckinelgin, A269

Availability: Available as an option for MSc degree students in the department, in particular for MSc Social Policy and Planning in Developing Countries and, depending on the available space, open to students from other departments in the school.

Core syllabus: The course is concerned with the relationship between social policy and globalisation. It examines the significance of globalisation for social policy and it provides a critical analysis of new ideas on the role of social policy in globalisation processes. The course explores the

interaction between the global policy process and social policy in particular national and international contexts.

Content: The course will examine a variety of perspectives on the relationship between globalisation and social policy. This will involve two main components: First, the impacts of various forms of globalisation on social policy are considered. The impact of globalisation on migration patterns, on national economies, and on cultural and political developments are examined and the impact of these on national social policies is assessed. Second, the course examines the international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organisations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The role of the UN, the IMF, the WTO and the World Bank in these processes, the role of states in the process and accountability issues in relation to social policy are analysed. Major issues influencing people's lives such as the effects of foreign direct investment, the HIV/AIDS epidemic, and the impact of major international UN conferences will be used as case studies to analyse social policy outcomes.

Teaching: 10 lectures and 10 seminars in LT, two revision seminars, ST. **Written work:** Students will write a long essay and will do seminar presentation.

Reading list: A detailed reading list will be presented at the beginning of the term. Some introductory texts include: B Deacon, M Hulse & P Stubbs, *Global Social Policy: International Organisations and the Future of Welfare*, Sage (1997); G Esping-Andersen (Ed), *Welfare States in Transition: National Adaptations in Global Economics* (1996); D Held et al, *Global Transformations: Politics, Economics and Culture*, Polity Press (1999); J Hills, J Le Grand & D Piachaud (Eds), *Understanding Social Exclusion*, OUP (2002); P Hirst & G Thomson (Eds), *Globalisation in Question: The International Economy and the Possibilities of Governance*, Polity Press (1996); F Jameson & M Miyoshi (Eds), *The Cultures of Globalization*, The Duke University Press (2001); J Midgley, *Social Welfare in Global Context*, Sage (1997); R Mishra, *Globalisation and the Welfare State*, Edward Elgar (1999); D Nayyar, *Governing Globalization: Issues and Institutions*, OUP (2002); V S Peterson & A S Runyar, *Global Gender Issues*, Westview Press 1993.

Assessment: An assessed essay to be handed in on the first day of the ST (25%). A two-hour written examination in the ST (75%).

SA4C9 Half Unit

Social Policy - Organization and Innovation

This information is for the 2004/05 session.

Teacher responsible: Professor J Le Grand, A244 and others

Availability: For MSc Social Policy and Planning and other MScs in the Department of Social Policy and, with approval, MScs outside the department.

Core syllabus: This course examines the organisation of social policy, structures, processes and delivery, and recent developments in social policy industrialised countries.

Content: The course examines issues in the organisation of social policy and challenges to social policy. The role of the voluntary sector, of communities and neighbourhoods and of public-private partnerships are examined. Innovative forms of preventive and re-distributive policies are examined, including changes to taxation, tax credits and social security reform. New challenges such as environmental issues in social policy are examined.

Teaching: The course consists of 10 lectures and 10 seminars in the LT with a revision seminar in the ST.

Reading list: H Anheier & J Kendall (Eds), *Third Sector Policy at the Crossroads: an International Nonprofit Analysis*, Routledge (2001); J Birchall, *Building Communities the Co-operative Way*, Routledge (1988); A Power, *Estates on the Edge*, Macmillan (1996); M Stewart & M Taylor, *Community Empowerment and Estate Regeneration*, Policy Press, Bristol (1994); 'Commission on Public Private Partnerships', *Building Better Partnerships. Final Report*. (Institute of Public Policy Research, 2001). See especially Chapters 1, 6 & 7; J Le Grand, 'Knights, knaves or pawns? Human behaviour and social policy', *Journal of Social Policy*, 26, 149-169; C Hood & H Rothstein, 'Risk regulation under pressure: problem-solving or blame shifting?', *Administration and Society* 33: 21-53 (2001); M Powell, *Evaluating New Labour's Welfare Reforms*, Policy Press (2002); R Rogers & A Power, *Cities for a small country*, Faber.

Assessment: An assessed essay of 2,000 words to be handed in during the first week of the ST (25%). A two-hour written examination in the ST (75%).

SA4D1 Half Unit

Health and Population in Contemporary

Developed Societies

This information is for the 2004/05 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. There are no pre-requisites.

Core syllabus: This course brings together the main issues in health, population and society in developed countries. It covers basic techniques and measurement of health, mortality and morbidity. Issues such as determinants of health, societal and health changes as well as policy responses to health and population changes will be dealt with in detail.

Content: Social and biological determinants of health and mortality in developed societies. Health and societal changes: family changes and health; social support and health, health of elderly people and coping with ageing in the 21st century. Prospects for health and mortality in decades to come. Techniques of mortality analysis. Measurements of health: self-reported measurements; 'objective' measurements of morbidity and health service use indicators. Key issues in public health in developed countries. Policy responses to health, population and societal changes. Implications of Human Genome Project for health.

Teaching: 10 weekly lectures and five fortnightly seminars, MT.

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: A 2,000-word essay to be handed in by the end of the first week of the MT (40%).

A two-hour written examination in the ST (60%).

SA4D2 Half Unit

Health and Population in Developing and

Transitional Societies

This information is for the 2004/05 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Health, Population and Society; MSc Health Policy, Planning and Financing; MSc International Health Policy and other Master's students where programme regulations permit. There are no pre-requisites.

Core syllabus: This course brings together the main issues in health, population and society in developing and transitional societies. Issues such as determinants of health, health consequences of HIV/AIDS epidemics. Poverty and health, as well as policy responses to health and population changes will be dealt with in detail.

Content: The major threats to health and mortality in developing countries and the double burden of disease. Poverty and inequalities in developing countries. Reducing poverty: programs and strategies, what do we know? Health consequences of HIV/AIDS epidemic in developing and transitional societies. Ageing in developing societies 'is it a matter for concern?' Urbanisation and inequalities in health in developing countries. Health and mortality crises in Eastern Europe and the Central Asian Republics. The emerging threats of health and mortality in transitional economies. Achieving 'good health at low cost' in developing countries. Main priorities for health improvements in developing countries.

Teaching: 10 weekly lectures and five fortnightly seminars, LT.

Reading list: A detailed reading list will be provided at the beginning of the course.

Assessment: A 2,000-word essay to be handed in by the end of the first week of the ST (40%).

A two-hour written examination in the ST (60%).

SA4D3 Half Unit

Valuing Health

This information is for the 2004/05 session.

Teacher responsible: Dr Adam Oliver, J306

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy and other Master's students where programme regulations permit. The course is of great value to those wishing to work as health economists after graduation, be that in academia, industry, government or health care management and practice. It is recommended that the course be taken alongside Introduction to Health Economics, Advanced Cost-Effectiveness, and Statistical Methods in Health Care.

Core syllabus: This course offers a thorough understanding of how we might value health for use in health economic evaluation. The major value elicitation methods, and the assumptions that underlie these methods, are critically assessed. Moreover, possible alternatives to the standard ways in which health is valued and distributed in economic evaluation are considered.

Content: The health state value elicitation methods (e.g. rating scale, time trade-off and standard gamble); expected utility theory; preference reversals, prospect theory; multi-attribute health status classifications; experienced and remembered utility; health maximisation as an appropriate decision rule; contingent valuation and discrete choice experiments.

Teaching: 10 lectures (one-hour) and eight seminars (one-and-a-half hours), LT.

Reading list: The following are background readings for the course: J Broome, 'QALYS', *Journal of Public Economics*, 50, 1993, 149-67; G Torrance & D Feeny, 'Utilities and Quality-Adjusted Life Years', *International Journal of Technology Assessment in Health Care*, 5, 1989, 559-75; G Loomes & L McKenzie, 'The use of QALYS in Health Care Decision-Making', *Social Science and Medicine*, 28, 1989, 299-308.

Assessment: An assessed essay of 2,500 words (25%) and a two-hour written examination in the ST (75%).

SA4D4 Half Unit

Health Systems and Policies (II)

This information is for the 2004/05 session.

Teachers responsible: Professor E Mossialos, J413, Ms Sarah Thomson, J301 and Ms Anna Dixon, J406

Availability: For MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc Social Policy and Planning, MSc International Health Policy and other Master's students where programme regulations permit.

Core syllabus: A comparative approach to the development of health care systems in advanced countries emphasising present and future policy options and problems.

Content: The role and organisation of primary care; the role and function of hospital; regulating pharmaceutical markets, challenges in the long-term care sector; development of mental health care.

Teaching: 10 lectures and five two-hour seminars in the LT. Two lectures in the ST.

Reading list: M McKee & J Healy (Eds), *Hospitals in a Changing Europe*, OUP, 2002; R Saltman, R Busse & E Mossialos (Eds), *Regulating Entrepreneurial Behaviour in European Health Care Systems*, OUP, 2002; B Abel-Smith, *An Introduction to Health: Policy, Planning and Financing*, Longman, 1994; B Saltman & C Von Otter, *Implementing Planned Markets in Health Care*, OUP, 1995; R Saltman, J Figueras & C Sakellariades (Eds), *Critical Challenges for Health Care Reform in Europe*, OUP, 1998; A Mills (Ed), *Reforming Health Sectors*, London, Kegan Paul, 2000; A Mills, S Bennet & S Russel, *The Challenges of Health Sector Reform: What Must a Government Do?*, Macmillan, 2001.

Assessment: A 2,500-word essay to be submitted in the first week of the ST (40%). A two-hour written examination in the ST (60%).

SA4D5 Half Unit

Social Rights and Human Welfare

This information is for the 2004/05 session.

Teacher responsible: Dr Hartley Dean, A262

Availability: This is an optional course for Master's Degrees in Social Policy and for other degrees where regulations permit.

Core syllabus: (1) concepts of social rights and welfare citizenship; (2) human needs and human rights; (3) social/welfare rights in global context; (4) critiques of social/welfare rights as human rights; (5) the scope and substance of social/welfare rights; (6) social/welfare rights and mechanisms of redress; (7) rights based approaches to poverty alleviation; (8) social development and social/welfare rights; (9) constitutional instruments and social/welfare rights; (10) human rights and the ethics of welfare.

Content: The course will examine the basis of social or welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights.

Teaching: 10 lectures and 10 seminars in LT and one revision seminar in ST.

Reading list: This reading list is indicative only - a detailed list will be provided at the start of the session: H Dean, *Welfare Rights and Social Policy*, Prentice Hall (2002); H Dean (Ed), *The Ethics of Welfare: Human rights, dependency and responsibility*, The Policy Press (2004); M Freeman, *Human Rights*, Polity (2002); P Hunt, *Reclaiming Social Rights: International and comparative perspectives*, Dartmouth (1996); T Pogge, *World Poverty and Human Rights*, Polity (2002); A Kjonstad & J Veit-Wilson (Eds), *Law, Power and Poverty*, CROP (1997); F Wilson, et al, *Poverty Reduction: What role for the state in today's globalised economy?* CROP/Zed Books (2001).

Assessment: An essay of 1,500 words (25%) and a two-hour written examination in ST (75%).

SA4D6 Half Unit

Health Systems and Policies in Developing Countries

This information is for the 2004/05 session.

Teacher responsible: Dr Magesh Bhatia

Availability: For MSc International Health Policy, MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc in Population and Development and other Master's students by agreement, and as permitted by regulation.

Core syllabus: A comparative approach to the development of health care systems and policies in developing countries. It will focus on financing and delivery of health care in developing countries and issues around stewardship.

Content: The course will aim to identify key health systems and policy issues in developing country context and understand why health sector reforms have become an important issue in the developing countries. It

will examine the assumptions upon which health system reforms are based and the evidence to support these assumptions. After an introductory lecture on the health systems and policy of the member nations of the World Health Organisation, the content of the course is divided into three components. These are financing health care, delivery of health care and stewardship. With respect to financing, the emphasis will be on options for financing health care in developing countries, examining the potential role of user charges and community financing schemes and the role of the UN and other donor agencies. Given that primary health care is once again at the centre of the World Health Report (2003), the section on delivery of care will focus on primary health care with its emphasis on equity, participation and intersectoral collaboration, decentralisation and role of NGOs and the private sector. Finally, stewardship functions will look into the role of the community and civil society, regulation and capacity building. The course concludes with a session on the future of Health Sector Reforms in developing countries.

Teaching: 10 lectures x one-hour and five Seminars x two-hours in the LT.

Written work: An essay of not more than 2,000 words.

Reading list: B Abel-Smith, *An Introduction to Health: Policy, Planning and Financing*, Longman, 1996; S Bennett, B McPake & Mills, *Private health providers in developing countries: serving the public interest?* Zed Press, 1997; M Bhatia & E Mossialos, 'Health Systems in developing countries', in Anthony Hall & James Midgley, *Social Policy for Development*, Sage, (forthcoming, June, 2004); M S Grindle (Ed), *Getting Good Government: Capacity Building in the Public Sector of Developing Countries*, Harvard Institute for International Development, Boston, 1997; K McLaughlin, & S Osborne, *New Public Management in Action*, Routledge, 2001; A Mills & S Bennett, *The Challenge of Health Sector Reform: what must and S Russell governments do?* Macmillan, 2001; S Rifkin, 'Linking equity and empowerment with health outcomes: it's a matter of CHOICE', *Journal of Health, Population and Nutrition*, Vol 21 (3): 168-180, 2003; S Rifkin & P Pridmore, *Partners in Planning*, Macmillan, 2001; M Segall, 'District health systems in a neo-liberal world: a review of five key policy areas', *International Journal of Health Planning and Management*, 18: 55-526, 2003; World Bank, *World Development Report 1993: Investing in Health*, Washington DC: The World Bank, 1993; World Bank *Bureaucrats in business: The economics and politics of government ownership*, Washington DC: World Bank, 1995; WHO, *The World Health Report, 2000: Health Systems: Improving Performance*, Geneva: WHO, 2002. Available online at www.who.int/whr/2002; World Health Organisation, *World Health Report 2003*, Geneva: WHO, 2003.

Assessment: One assessed essay of 2,000 words (25%) and a two-hour exam in June (75%).

SA4D7 Half Unit

Foundations of Health Policy with long essay

This information is for the 2004/05 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Health Policy, Planning and Financing; MSc International Health Policy; MSc International Health Policy (Health Economics) only.

Core syllabus: A comparative approach to the development of health care policies in high, middle and low income countries, emphasising present and future policy options and problems.

Content: The course will discuss the main trends in health and population in both developed and developing countries, and consider the main explanations for these trends, including the Epidemiological Transition. The principal social determinants of health and mortality are described, including family, workplace and social situation, which are also related to inequalities in health. The pathways by which social position determines health are evaluated. The prospects for health and population ageing in both developed and developing countries and health-related trends are discussed. The course will examine activities related to health, social and economic development implemented by international organisations and agencies that seek to improve health status in countries where the resources available for public health, health policy developments and health services are limited. Policy options and what we know of their effectiveness will also be examined.

Teaching: The course consists of 10 lectures and five seminars in the MT. Students will participate in presenting at least one seminar paper.

Written work: Students will write one non-assessed essay during the course.

Reading list: B Abel-Smith, *An Introduction to Health Policy, Planning and Financing*, Longmans, 1994; A Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP, 1992; D Acheson, *Independent inquiry into inequalities in health report*, London, Stationery Office, 1998; L Berkman & I Kawachi (Eds), *Social Epidemiology*, Oxford, OUP, 2000; M Marmot & R Wilkinson (Eds), *Social Determinants of Health*, New York, OUP, 1999; D Leon & G Watts (Eds), *Health Inequalities and Public Policy*, Oxford: OUP; B Amick et al, *Society and Health*, New York, OUP, 1995.

Assessment: A two-hour written examination in the ST (40%), and a

6,000 word extended essay (60%) to be submitted by the end of the first week of September in the year of examination, on a subject to be agreed with the respective programme tutors.

SA4H

London School of Hygiene - Units

This information is for the 2004/05 session.

London School of Hygiene Study Units (LT and ST):

Availability: Restricted to MSc Health Policy, Planning and Financing and MSc International Health Policy students. Students can take a maximum of four independent study units at the London School of Hygiene and Tropical Medicine. These are mostly assessed by assignments and there are usually no examinations. Students are advised to refer to their MSc handbook for details and course codes.

London School of Hygiene Linear Units (MT): SA4H5 Linear Unit

Paper

SA4H6 Linear Unit Paper (H)

Availability: Restricted to MSc Health Policy, Planning and Financing and MSc International Health Policy students. Students taking Linear Units at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking SA4H6 will be assessed by a one-and-a-half hour written examination in the ST. Students taking SA4H5 will be assessed by a three-hour written examination in the ST. A maximum of two LSHTM linear units may be taken.

SO401

Social Research Methods

This information is for the 2004/05 session.

Teachers responsible: Dr Ursula Henz, S218 and Dr Patrick McGovern, S275

Availability: Compulsory course for MSc Sociology and MSc Sociology (Research). Part-time students taking the MSc over two years may take the course in either the first or second year.

Core syllabus: Different epistemological positions; formulating research problems; The social context of research; Ethical aspects of research; Concepts and their measurement; Attitude measurement and scaling; Inference and generalization including probability and non-probability sampling; Research design, including experimental, quasi-experimental, and small *n* studies; Comparative research; Methods of data collection including questionnaire design, structured, semi-structured and unstructured interviewing, participant and non-participant observation; Other sources of data for sociological research; Analysis of qualitative data, including computer-assisted analysis.

Teaching: The course is taught by a mixture of lectures, seminars and workshops. It normally provides two hours of teaching each week in MT and LT.

Written work: There are two compulsory (assessed) assignments. Additional pieces of compulsory practical work, which will not contribute towards the assessment, are undertaken during the year.

Reading list: There is no single textbook that covers the content of the whole course. Useful textbooks are C M Judd & L H Kidder, *Research Methods in Social Relations*; C Moser & G Kalton, *Survey Methods in Social Investigation*; A Bryman, *Quantity and Quality in Social Research*; D Q Patton, *Qualitative Evaluation and Research Methods*; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*.

Assessment: The course is assessed by two methods; (a) two pieces of coursework (20% each) and (b) a three-hour written examination in the ST (60%)

SO403 Not available in 2004/05

Social Analysis of Industrial Societies

This information is for the 2004/05 session.

Teacher responsible: Dr E A Weinberg, S266

Availability: For MSc Sociology and MSc Social Research Methods (Sociology); also available as an outside option within other Master's degrees where regulations permit. A first degree in sociology or some experience of undergraduate courses in sociology is required. (Students reading for the MA Area Studies (United States) are subject to different rules concerning pre-requisites.)

Core syllabus: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Content: Political power, labour movements and industrial relations, gender relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis. The course will focus on Britain, France, Germany, Russia and the CIS, USA and Japan.

Teaching: Course comprises 25 seminars (SO403) at which papers are presented by staff and students. During MT and part of LT the papers are chosen by the students, reading material being discussed individually.

Reading list: The following represents a minimal list: A Amsden (Ed), *The Economics of Women and Work*; M Archer, *Social Origins of Educational Systems*; D L Barker & S Allen (Eds), *Dependence and Exploitation in Work*

and Marriage; A Giddens, *Class Structure of Advanced Societies*; R Scase (Ed), *The State in Western Europe*; K Thompson (Ed), *Work, Employment and Unemployment*; D Treiman, *Occupational Prestige in Comparative Perspective*; K Kumar, *Prophecy and Progress*.

Assessment: There is a conventional three-hour examination in the ST, in which three questions must be answered.

SO404 Not available in 2004/05

Sociology of Development

This information is for the 2004/05 session.

Teacher responsible: Professor L Sklair, S200

Availability: For MSc Sociology, MSc Economic History; MSc Social Research Methods (Sociology); MSc City Design and Social Science; MSc Development Studies; MSc Political Sociology and MSc Population and Development. A knowledge of basic sociological theory is required.

Core syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of 'third world' societies. **Content:** Theories of development; the role of transnational corporations; globalisation; gender and development; the state; ideology, culture and political mobilization; class structure; marginality and urbanization; consumerism; peasantry; revolutionary movements in the Third World; socialist development paths.

Teaching: Seminars: SO404 24 MT, LT and ST.

Written work: Students are expected to write and present at least two seminar papers (one during the MT and one during the LT).

Reading list: L Brydon & S Chant, *Women in the Third World*, 1989; P Dicken, *Global Shift* (3rd edn), 1998; D Harrison, *The Sociology of Modernization and Development*, 1988; J T Roberts & A Hite (Eds), *From Modernization to Globalization*, 1999; L Sklair, *Sociology of the Global System* (2nd edn), 1995; L Sklair (Ed), *Capitalism and Development*, 1994; A Webster, *Introduction to the Sociology of Development*, 1990.

Supplementary reading list: Detailed reading lists on specific topics are available from Professor Sklair.

Assessment: A three-hour examination in June. Three questions to be answered.

SO407

Contemporary Political Sociology: Theories and Research Strategies

This information is for the 2004/05 session.

Teacher responsible: Dr Robin Archer, S275

Availability: For MSc Political Sociology students for whom it is required, MSc Sociology and other interested MSc and graduate students.

Core syllabus: The course aims to explore the relationship between political power and social change in modern societies.

Content: The course will examine the interaction between social identities, economic interests, political institutions, and cultural ideas; especially in societies which are both democratic and capitalist. It will have two intersecting concerns. First, it will assess the strengths and weaknesses of some of the main theoretical approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches. Second, the course will provide a chance to study some of the major empirical controversies that animate political sociology. We will discuss questions like: Why are some social movements more powerful than others? Are women voters more conservative than men? When does religion become a force in politics? Why are welfare states more developed in some industrial countries than others? Why is there no Labor Party in the United States? And what enables some societies to remain democratic?

Teaching: Seminars: Teaching by seminar: SO407 Sessional. Papers will be presented by the Course Convener, participants and, on occasion, by guest speakers. In addition to the weekly seminar, there will be a number of additional seminars specifically concerned with research strategies in political sociology. Students should attend the lecture course SO203 **Political Sociology** when available.

Written work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading list: P Evans et al, *Bringing the State Back In*; H Kitschelt et al, *Continuity and Change in Contemporary Capitalism*; J Linz & A Valenzuela, *The Failure of Presidential Democracy*, Vol 1; S M Lipset, *American Exceptionalism*; S Lukes, *Power: A Radical View*; D McAdam, *Comparative Perspectives on Social Movements*; M Mann, *The Sources of Social Power*; M Olson, *The Logic of Collective Action*; T Skocpol, *Protecting Soldiers and Mothers*; S Steinmo et al, *Structuring Politics*.

Assessment: There is an assessed essay of 3,500 words to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Thursday of ST and representing 25% of the total mark. There is also a three-hour formal examination in ST based on the full syllabus, representing 75% of the total mark. Candidates will be required to answer three questions.

SO408

Sociology of Religion

This information is for the 2004/05 session.

Teacher responsible: Ms Amanda Twist, Z34

Availability: Postgraduate students in Sociology, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past century. The approach of classical theorists such as Weber, Durkheim and Marx, as well as more contemporary theorists, is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; religion in China; modern forms of religion; relations between religion and politics; religion in former Soviet societies; the rise of fundamentalism and how this ties in with national and ethnic conflicts; gender and methodological issues associated with the sociology of religion. Students will have the opportunity to visit religious groups in and around London and will be required to embark on their own field research during LT. Some LT seminars will be devoted to issues in researching religion. Students are expected to present at least one paper.

Teaching: 25 weekly seminars.

Written work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Reading list: (More detailed reading lists are available for specific topics.) M McGuire, *Religion: the Social Context*, 4th edn, Wadsworth, 1997; P Berger, *The Social Reality of Religion*, Faber, 1967; M Weber, *The Sociology of Religion*, Methuen, 1965; B Wilson, *Religion in Sociological Perspective*, OUP, 1982; G Davie, *Religion in Modern Europe: A Memory Mutates*, OUP, 2000; M Douglas, *Purity and Danger*, Routledge, 1966.

Assessment: A three-hour formal paper in the ST (60% of the marks) and a 4,000 max word essay, to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Friday of ST. This is to be based on the research undertaken during LT. Further details will be given in the seminars.

SO409

Crime and Society: Concepts and Method

This information is for the 2004/05 session.

Teachers responsible: Professor Stan Cohen, S277 and Professor Paul Rock, S203

Availability: For MSc Sociology, MSc Social Psychology, MSc Social Policy and Planning, MSc Social Research Methods (Sociology), MSc Criminal Justice Policy, MSc Criminology, MSc European Social Policy. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification.

Core syllabus: The analysis of deviance, crime and social control.

Content: The course offers students an introduction to concepts and problems in the sociology of crime, deviance and control; a review of major theories of deviance and control; empirical examples of deviance; major forms of social control and criminal justice (law-making, police and prisons) and selected issues such as mass media and victims. Students are given the opportunity to examine substantive criminological studies and the theoretical and methodological concepts that underpin them.

Teaching: Seminars: SO409 10 MT, 10 LT and three ST. There is a course of 20 lectures (SO210) offered in the MT and LT to which MSc students are invited.

Reading list: D Downes & P Rock, *Understanding Deviance* (1998); J Tierney, *Criminology: Theory and Context* (1996); J Muncie et al (Eds), *Criminological Perspectives*; S Cohen, *Visions of Social Control* (1985); M Maguire et al (Eds), *The Oxford Handbook of Criminology* (2002).

A more detailed reading list will be provided at the first seminar. **Assessment:** Two 5,000 word essays. The first to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of LT. The second to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of ST.

SO417

Contemporary Russian Society: Key Issues and Developmental Trends

This information is for the 2004/05 session.

Teacher responsible: Dr E A Weinberg, S266

Availability: Primarily for MSc Sociology, MSc Russia and Post-Soviet Studies, and MSc Political Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core syllabus: Significant social issues will be examined in relation to problems of industrialisation and social change. While the course draws on a wide range of contemporary materials, these will be placed within

an historical perspective.

Content: Particular attention will be focused on the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the planned economy, the industrial base, social stratification and mobility, the education system, social problems including crime and juvenile delinquency, religion and nationalities.

Teaching: The first part of the course comprises seminars at which specified topics are presented. Individual students' interests will be catered for in the latter part of the seminar when papers are chosen by the students themselves, reading material being discussed individually. There is a sessional undergraduate lecture course (SO202 **The Social Analysis of Russia and the CIS**) which MSc students may attend.

Written work: Students will normally be expected to write seminar papers during each semester.

Reading list: C Black (Ed), *The Transformation of Russian Society*; J Pankhurst & M P Sacks, *Contemporary Soviet Society*; D Lane, *Soviet Economy and Society and Soviet Society under Perestroika*; M McCauley (Ed), *Gorbachev and Perestroika*; A Jones et al (Eds), *Soviet Social Problems*; S White et al, *Developments in Soviet and post-Soviet Politics*; A Saikal & W Maley (Eds), *Russia in Search of Its Future*; M Buckley, *Redefining Russian Society and Polity*; E A Weinberg, *Sociology in the Soviet Union and Beyond*.

Supplementary reading list: A more detailed list will be distributed in the seminar.

Assessment: There is a conventional three-hour examination (75% of the total mark) in the ST in which three questions must be answered and an assessed essay (25% of the total mark) of not more than 3,000 words to be handed in to the Sociology Administration Office, Room S219a, not later than 4pm on the first Wednesday of ST.

SO418

Genes and Society

This information is for the 2004/05 session.

Teacher responsible: Dr C Badcock, S282

Availability: This course is an option for MSc Sociology and MSc Biomedicine, Bioscience and Society.

Core syllabus: The history of genetics and its social impact. Basic principles of molecular and developmental genetics. The role genetics in modern evolutionary social science. The issues raised by modern genetics for society and the social sciences.

Content: Preformationism, Lamarckism, Pangenesis and epigenesis. Spencer and Social Darwinism. Mendel, Weismann, Morgan and the American geneticists. Single gene disorders. The eugenics movement. Lysenkoism in the USSR. Boas, cultural determinism, Margaret Mead and Samoa. The nature/nurture controversy. Twin studies and socialization theory. Sociological holism and genetic reductionism. The modern synthesis of Mendelian genetics and Darwinism. DNA and the genetic code. Hamilton's inequality and the genetics of social behaviour. The selfish gene model. The sociobiology controversy. Sex determination, violence and homicide. Parent-offspring conflict before and after birth. Genomic imprinting and intragenomic conflict. Genes, memes and gene-culture co-evolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching: 10 lectures in the first term, plus 22 seminars in both terms. Students are encouraged to attend the lectures for SO215, **Evolution and Social Behaviour**.

Reading list: C Badcock, *Evolutionary Psychology*, 2000; M Berg & M Singer, *Dealing with Genes: The Language of Heredity*, 1992; N G Cooper (Ed), *The Human Genome Project*, 1994; R Dawkins, *The Selfish Gene*, 1989; *River Out of Eden*, 1995; D Freeman, *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, 1983; W D Hamilton, *Narrow Roads of Gene Land*, 1996; A Edey & D Johanson, *Blueprints: Solving the Mystery of Evolution*, 1990; D J Kevles & L E Hood, *The Code of codes: scientific and social issues in the human genome project*; D Nelkin & M S Linde, *The DNA Mystique: The Gene as a Cultural Icon*; S Jones, *The Language of the Genes: Biology, History and the Evolutionary Future*, 1993; *In the Blood*, 1996; S Jones & B Van Loon, *DNA for Beginners*, 1993; R Pollack, *Signs of Life: The Language and Meanings of DNA*, 1994; S Tomkins, *Heredity and Human Diversity*, 1989; R Trivers, *Social Evolution*, 1985; *Intragenomic Conflict*; C Tudge, *The Engineer in the Garden*; T Wilkie, *Perilous Knowledge: The Human Genome Project and Its Implications*, 1993; L Wolpert, *The Triumph of the Embryo*; D Young, *The Discovery of Evolution*.

Assessment: A three-hour unseen examination at the end of ST.

SO420 Half Unit

Approaches to Globalisation

This information is for the 2004/05 session.

Teacher responsible: Dr Fran Tonkiss

Availability: Available primarily for all Sociology MSc students.

Recommended for students on MSc Gender and Development and MSc Gender, Development and Globalisation. Other students may only attend

subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The course will introduce students to key approaches to globalisation in sociology and related disciplines and to criticisms of these approaches.

Content: Debating and explaining globalisation; capitalism and globalisation; politics and globalisation; power and inequality in the global economy; cultural globalisation; challenges to globalisation.

Teaching: Lecture/seminar (SO420) (two hours) x 10 MT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: Recommended general texts: F Lechner, J Boli & L Sklair (Eds), *The Globalisation Reader*, 2nd edn, Blackwell, 2003; L Sklair, *Globalization: Capitalism and its Alternatives*, Oxford University Press, 2002. A detailed reading list will be distributed at the beginning of the course.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five (50%). A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Friday of LT.

SO424

Foundations and Key Issues in Human Rights

This information is for the 2004/05 session.

Teachers responsible: Professor C Gearty, Z127, Professor S Cohen, S277, Professor C Chinkin, A154, Dr G Oberleitner, Z123 and Dr C Moon, S267

Availability: Compulsory core course for MSc Human Rights students. Also available to MSc Crime, Deviance and Control; MSc Sociology; MSc Criminal Justice Policy; MSc Political Sociology students and as an outside option for LL.M, MA/MSc International Relations, and other MSc degrees, where regulations and numbers permit.

Core syllabus: This is an inter-disciplinary course. It aims to provide MSc students with: (a) an understanding of the foundations of the idea of human rights together with a general overview of the contemporary legal and social scientific thinking about the subject; (b) the study of the prevention and control of selected human rights violations and (c) a selection of major current issues and public debates in the area.

Content: The course covers the following topics: Political and Philosophical Theories of Rights; Anthropology and Universal Rights; Human Rights and Democracy; Historical Origins of international Human Right Norms, Standard and Laws; Group Rights; Human Rights and Development; Human Rights and International Relations; Sociological Concepts about Crimes of the State; Genocide; Torture; Democratisation and Justice in Transition, (Truth Commissions, Justice and Reconciliation). It also deals with the international legal system and selected human rights problems through the following subjects: Legal and Institutional Mechanisms (domestic, regional and international) for Implementation and Enforcement; International Jurisdiction and the model of the International Criminal Court; Humanitarian Intervention; Asylum and Refugee Rights; Minority Rights; Women's Rights; Rights of Children; Social and Economic Rights. The course selects some international issues and debates for particular consideration, such as Universality versus Cultural Specificity; Globalisation and Corporate Legal Responsibility; Terrorism and National Security.

Teaching: 25 two-hour seminars in the MT, LT and ST.

Written work: Students will be required to write a 4,000 word paper.

Reading list: Main Course textbook: Henry J Steiner & Philip Alston, *International human rights law in context: law, politics, morals: text and materials* (2nd edn), Oxford University Press, 2000. Good introductory texts to the field are: Jack Donnelly, *Universal Human Rights in Theory and Practice* (2nd edn), Cornell University Press, 2003 and Michael Freeman, *Human Rights*, Polity Press, 2002.

Additional readings: Gudmundur Alfredsson & Asbjorn Eide, *The Universal Declaration of Human Rights: A Common Standard of Achievement*, Kluwer, 1999; Philip Alston, *People's Rights*, Oxford University Press, 2001; Philip Alston (Ed), *The United Nations and Human Rights. A Critical Appraisal*, Oxford University Press, 2003; Alston & Crawford, *The Future of UN Human Rights Treaty Monitoring*, Cambridge University Press, 2000; Elazar Barkman, *The Guilt of Nations: Restitution and Historical Injustices*, Norton, 2000; Gary Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*, Princeton University Press, 2000; J Berting et al (Eds), *Human Rights in a Pluralist World: Individuals and Collectivities*, Meckler, 1990; Antonio Cassese, *Human Rights in a Changing World*, Polity, 1994; Frank Chalk & Kurt Jonassohn, *The History and Sociology of Genocide*, Yale University Press, 1990; Stanley Cohen, *States of Denial: Knowing about Atrocities and Suffering*, Polity Press, 2001; John Conroy, *Unspeakable Acts, Ordinary People: Dynamics of Torture*, Alfred Knopf, 2000; Tony Evans, *The Politics of Human Rights: A Global Perspective*, Pluto Press, 2001; Helen Fein, 'Genocide: a Sociological Perspective', *Current Sociology*, Spring 1990; Michael Freeman, *Human Rights*, Polity Press, 2002; Patricia Hayner, *Unspeakable Truths: Confronting State, Terror and Atrocity*, Routledge 2001; L Henkin, *The Age of Rights*, Columbia University Press, 1990; A L

Hinton, *Genocide: an Anthropological Reader*, Blackwell, 2002; R E Howard, *Human Rights and the Search for Community*, Westview Press, 1995; Francesca Klug, *Values for a Godless Age: The Story of the UK's New Bill of Rights*, Penguin, 2000; Neil J Kriz (Ed), *Transitional Justice: How Emerging Democracies Deal with Former Regimes*, 1997; A James McAdams (Ed), *Transitional Justice and the Rule of Law in New Democracies*, University of Notre Dame Press, 1997; A Na'aim & F Deng (Eds), *Human Rights in Cross-cultural Perspective: a Quest for Consensus*, University of Philadelphia Press, 1992; Aryeh Neier, *War Crimes: Brutality, Genocide, Terror and The Struggle for Justice*, Time Books, 1998; Mark Osiel, *Mass Atrocity, Collective Memory and the Law*, Transaction, 1997; Mark Osiel, *Obeying orders: Atrocity, Military, Discipline and the Law of War*, Transaction, 1999; Edward Peters, *Torture*, Blackwell, 1995; Rees & Wright, *Human Rights and Corporate Responsibility*, Pluto Press, 2000; Geoffrey Robertson, *Crimes Against Humanity: the Struggle for Global Justice*, Penguin, 1999.

Assessment: 1. Assessed essay (30%), to be handed in to the Centre for the Study of Human Rights, Z124, before 4pm on the first Monday of ST. 2. Written examination paper (70%).

SO425 Not available in 2004/05

Regulation, Risk and Economic Life

This information is for the 2004/05 session.

Teachers responsible: Professor B Hutter, H604 and Dr N Dodd, S283

Availability: This is an optional paper for MSc Sociology, MSc Political Sociology, MSc Criminology, MSc Regulation, MSc Management and Regulation of Risk students and other MSc/MPhil students by arrangement.

Core syllabus: This course introduces students to socio-legal, especially sociological, perspectives on regulation in advanced industrial societies. The course will pay particular attention to state and non-state regulation, to risk and uncertainty and to local-global connections. It will draw upon a broad international literature on social and economic regulation.

Content: Topics include regulatory development, regulatory enforcement, corporate responses to regulation, regulation as risk management, risk taking and compliance, risk and information, globalisation and the market, globalisation, regulation and the nation state, national and international styles of regulation, trends in regulation, regulation and competition.

Teaching: 22 weekly two-hour seminars, which will combine lecture-led and student-led discussions with debates.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: I Ayres & J Braithwaite, *Responsive Regulation*, 1992; R Baldwin, C Hood & C Scott, *Socio-Legal Reader in Regulation*, 1998; B M Hutter, *Regulation and Risk*, 2001; A Ogun, *Regulation*, 1994; N Fligstein, *The Transformation of Corporate Control*, 1990; R Swedberg (Ed), *Economic Sociology*, 1996; N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*, 1994.

Assessment: One three-hour examination (70%) and an assessed essay (30%) to be submitted to the Sociology Administration Office, Room S219a, by the end of the first week of the ST.

SO426 Half Unit

Sociological Theory Part I

This information is for the 2004/05 session.

Teacher responsible: Dr Nigel Dodd, S283

Availability: For MSc students

Core syllabus: A review of classical and modern social theory.

Content: The origins and development of classical sociological theory, exploring the work of Marx, Weber, Simmel and Durkheim through a close reading and interpretation of primary texts. It is not assumed that students have a basic grounding in classical social theory.

Teaching: 10 two-hour seminars (SO426) weekly during MT.

Reading list: Relevant books that provide an overview include: B Barnes, *Elements of Social Theory*; Z Bauman, *Postmodernity and Its Discontents*; A Callinicos, *Social Theory*; N Dodd, *Social Theory and Modernity*; A Giddens, *Capitalism and Modern Social Theory*; A Giddens, *The Constitution of Society*; G Ritzer, *Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about 10 questions.

SO427 Half Unit Not available in 2004/05

Sociological Theory Part II

This information is for the 2004/05 session.

Teacher responsible: Dr Nigel Dodd, S283

Availability: MSc Sociology

Pre requisites: For MSc students who have taken **Sociological Theory Part I** or can demonstrate that they have a sufficient grounding in the theories covered in that course.

Core syllabus: A review of postmodern social theory.

Content: A discussion of key analytical problems in advanced sociological theory: the problem of structure and action; the analysis of language and

culture; theories of structuralism and post-structuralism.

Teaching: 10 two-hour seminars (SO427) weekly during LT.

Reading list: N Mouzelis, *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; J H Turner, *The Structure of Sociological Theory*.

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two from about 10 questions.

SO430 Half Unit

Economic Sociology

This information is for the 2004/05 session.

Teachers responsible: Dr Fran Tonkiss

Availability: For MSc Sociology; also available as an outside option within other Master's degrees where regulations permit.

Core syllabus: The course draws on critical perspectives in economic sociology and related disciplines to examine contemporary changes in advanced economies.

Content: Critical approaches to economy and society, changing forms of production and work; post-Fordism and the 'cultural economy'; class, inequality and economic divisions; politics, state and economy; welfarism and neo-liberalism.

Teaching: 10 two-hour seminars on a weekly basis during the LT.

Written work: A 2,000 word essay (formally assessed) is required.

Reading list: Recommended general texts: M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life* (1992); D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory* (2001); N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology* (1994). A detailed reading list will be provided at the beginning of the course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,000 words (one-third). The essay should be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Wednesday of ST.

SO432 Half Unit

New Media, Information and Knowledge Systems

This information is for the 2004/05 session.

Teacher responsible: Professor Robin Mansell, S210

Availability: This is a core course for students on the MSc New Media, Information and Society. It is also available as an option for students on the MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications Regulation and Policy. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core syllabus: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within new media, information and knowledge systems.

Content: The course is designed to enable students to understand the interrelationships between innovations in information and communication technologies and the implications for transformations in society. The course begins from the premise that both new and old media and information and communication technologies are developed and used within an increasingly complex innovation system which has local and global dimensions. The aim of the course is to enable students to formulate critical appraisals of how the social and technical innovation systems associated with new media are creating new opportunities for individual and collective interaction. Normally, topics will encompass perspectives on innovation systems, e-services for citizens and businesses, Internet governance, intellectual property rights, policy and regulation, the Internet and the economy, and new media and social equity.

Teaching: Lecture: (one hour) x five MT; (one hour) x five LT; Seminar: (one hour) x five MT; (one hour) x five LT.

Written work: A 3,000 word (formally assessed) written assignment is required.

Reading list: N Garnham, *Emancipation, the Media and Modernity: Arguments about the Media and Social Theory*, OUP, 2000; L Lessig, *Code and Other Laws of Cyberspace*, Basic Books, 1999; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2002; R Mansell & U Wehn (Eds), *Knowledge Societies: Information Technology for Sustainable Development*, OUP, 1998; R Mansell (Ed) *Inside the Communication Revolution: Evolving Patterns of Social and Technical Interaction*, OUP, 2002; R Mansell, R Samarajiva & A Mahan (Eds), *Networking Knowledge for Information Societies: Institutions and Intervention*, Delft University Press, 2002.

Assessment: 1. A formal two-hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

SO433 Half Unit

Cultural Theory

This information is for the 2004/05 session.

Teachers responsible: Dr Nick Couldry, S216 and Dr Don Slater, S218a

Availability: Available for students taking Sociology or Media and Communications Masters programmes. Other students may attend subject to numbers and their own degree regulations.

Core syllabus: The course aims to provide intellectual foundations for theorizing and researching cultural forms and institutions within the context of social science disciplines. It will give students familiarity with major issues in contemporary cultural theory and its interrelations to social, spatial and media theory.

Content: The course will provide a theoretical foundation for researching cultural processes and institutions. The course investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorizing culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as the city, economy, mediation, ethnicity, gender and technology.

Teaching: Weekly lecture/seminar (10 x two hours) MT.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: P Bourdieu, *Distinction* (1984); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); N Couldry, *Inside Culture* (2000); T Eagleton, *The Idea of Culture* (2000); M Featherstone & S Lash (Eds), *Spaces of Culture: City-Nation-World* (1999); U Hannerz, *Cultural Complexity* (1992); D Harvey, *The Condition of Postmodernity* (1990); P Jackson, M Lowe et al (Eds), *Commercial Cultures: economies, practices, spaces* (2000); A McRobbie, *In the Culture Society: Art, Fashion and Popular Music* (1999); A J Scott, *The Cultural Economy of Cities* (2000); R Sennett, *The Fall of Public Man* (1977); D R Slater, *Consumer Culture and Modernity*, Cambridge (1997); M Smith, *Culture: Reinventing the Social Sciences* (2000); J Storey (Ed), *Cultural Theory and Popular Culture: A Reader* (1998); John Thompson, *The Media and Modernity* (1995); R Williams, *Culture and Society* (1958).

Assessment: 1. A formal two-hour examination (50%).

2. A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST.

SO434

Cultural Theory and Cultural Forms

This information is for the 2004/05 session.

Teachers responsible: Dr Nick Couldry, S216 and Dr Don Slater, S218a

Availability: Core course for MSc Culture and Society.

Core syllabus: The course aims to provide intellectual foundations for theorizing and researching cultural forms and institutions within the context of social science disciplines. It will give students familiarity with major issues in contemporary cultural theory and its interrelations to social, spatial and media theory, and introduce students to central issues in the empirical investigation of cultural processes from a social science perspective.

Content: The course will provide a foundation in approaches to cultural processes and institutions, attending to analytical frameworks, research strategies and empirical case studies. The first term investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorizing culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as, the city, mediation, economy, ethnicity, gender and technology. The second term looks at key themes in empirical research into cultural practice, drawing on a number of case studies such as specific organizational cultures, cultural industries and institutions, and processes of media and cultural consumption.

Teaching: Weekly lecture/seminar (20 x two hours).

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: Term 1: P Bourdieu, *Distinction* (1984); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); N Couldry, *Inside Culture* (2000); T Eagleton, *The Idea of Culture* (2000); M Featherstone & S Lash (Eds), *Spaces of Culture: City-Nation-World* (1999); U Hannerz, *Cultural Complexity* (1992); D Harvey, *The Condition of Postmodernity* (1990); D R Slater, *Consumer Culture and Modernity* (1997); M Smith, *Culture: Reinventing the Social Sciences* (2000); J Storey (Ed) *Cultural Theory and Popular Culture: A Reader* (1998); J Thompson, *The Media and Modernity* (1995); R Williams, *Culture and Society* (1958). **Term 2:** D Crane (Ed), *The Sociology of Culture* (1994); P Jackson & M Lowe et al (Eds), *Commercial Cultures: economies, practices, spaces* (2000); R Keat & N Abercrombie, *Enterprise Culture* (1991); D McKenzie & J Wajcman, *The Social Shaping of Technology* (1999); S Livingstone, *Young People and New Media* (2002); A McRobbie, *In the Culture Society: Art, Fashion and Popular Music* (1999); T Rantanen & O Boyd-Barrett, *The Global News Agency* (1998); A J Scott, *The Cultural Economy of Cities* (2000); R Sennett, *The Corrosion of Character* (2000); C Seale (Ed),

Researching Society and Culture (1998); B Skeggs, *Formations of Class and Gender* (1997); B Wellman, *Networks in the Global Village* (1998).
Assessment: 1. A formal three-hour examination in ST (50%).
 2. A written assignment of not more than 5,000 words (50%) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST.

SO435 Half Unit

Culture and Economy

This information is for the 2004/05 session.

Teacher responsible: Dr Don Slater, S218a

Availability: Optional course for MSc Sociology, also available to other graduate students where regulations permit.

Core syllabus: The course explores the relation between culture and economy within contemporary theory and contemporary social life. It focuses on the construction of the economy/culture division, critiques of this division, within traditions of social thought in general, and within the sociology of economic life in particular. It also looks substantively at selected economic institutions and processes through key themes and case studies.

Content: Traditions of theorizing the relation between culture and economy; the 'cultural turn' in economic sociology; commercial institutions and processes in contemporary economic life; the concept of market society in modern thought and critique; 'new economy' and other concepts of the 'enculturation' of economy in contemporary society; globalisation.

Teaching: Weekly lecture/seminar MT.

Written work: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Reading list: M Callon (Ed), *The Laws of the Market* (1998); J G Carrier (Ed), *Meanings of the Market: The Free Market in Western Culture* (1997); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); J K Gibson-Graham, *The End of Capitalism (as we knew it?): A Feminist Critique of Political Economy* (1996); M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life* (1992); R J Holton, *Economy and Society* (1992); S Lash & J Urry, *Economies of Signs and Space* (1994); N Klein, *NoLogo* (2001); L Ray & A Sayer (Eds), *Culture and Economy: After the Cultural Turn* (1999); D Slater & F Tonkiss, *Market Society: Markets and Modern Social Thought* (2001); V A Zelizer, *The Social Meaning of Money* (1997)

Assessment: 1. A formal two-hour examination in the ST (50%).
 2. A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Friday of LT.

SO436 Half Unit

Sociology of Consumption

This information is for the 2004/05 session.

Teacher responsible: Dr Silvia Rief, S205

Availability: Optional course for MSc Sociology, also available to other graduate students where regulations permit.

Core syllabus: The course explores the various theoretical traditions that have contributed to producing the sociology of consumption, and attempts to situate consumption within modern social thought. This includes the investigation of the concepts such as 'consumer culture' and 'consumer society', and of fundamental social categories that have been closely interrelated with consumption such as choice, identity, needs and cultural reproduction. The course will also present case studies from selected areas of the sociology of consumption.

Content: Traditions of theorizing consumption and consumer society; consumption, identity and subjectivity; consumption and cultural reproduction; cultural consumption; post-modernity and late modernity; globalisation, localisation and cross-cultural consumption; case studies.

Teaching: Weekly lecture/seminar LT.

Written work: All students are expected to prepare seminar presentations.

Reading list: P Bourdieu, *Distinction* (1984); Falk & Campbell, *The Shopping Experience* (1997); M Featherstone, *Consumer Culture and Postmodernism* (1991); T Frank, *One Market Under God* (2000); J Gronow & A Warde, *Ordinary Consumption* (2001); A Haugerud et al, *Commodities and Globalization* (2000); P Jackson et al, *Commercial Cultures: economies, practices, spaces* (2000); S Lash & J Urry, *Economies of Signs and Space* (1994); N Klein, *NoLogo* (2001); M Lee (Ed), *The Consumer Society Reader* (2000); D Miller, *Material Culture and Mass Consumption* (1987); D Miller (Ed), *Acknowledging Consumption: A Review of New Studies* (1995); G Ritzer, *The McDonaldization of Society* (1993); D R Slater, *Consumer Culture and Modernity* (1997).

Assessment: 1. A formal two-hour examination in the ST (50%).
 2. A written assignment of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Wednesday of ST.

SO438 Half Unit

Sociology of Employment I: Social Relations at Work

This information is for the 2004/05 session.

Teacher responsible: Dr Patrick McGovern, S275.

Availability: For graduate students in the departments of Industrial Relations, Sociology and The Interdisciplinary Institute of Management. Other students will be admitted at the discretion of the course convenor.
Pre requisites: Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable.

Core syllabus: Theoretical perspectives and empirical analyses of the employment relationship with a particular emphasis on social relations in the workplace. Labour market divisions, especially those based on gender.
Content: The employment contract; theoretical perspectives on the employment relationship; control and consent at work; scientific management and McDonaldization; informality, work groups and emotional labour; labour market divisions; women in the labour market; occupational segregation; the 'gender gap' in pay; discrimination at work.
Teaching: The course consists of 12 two-hour seminars (SO438) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the MT. There is also a revision seminar in the ST.

Written work: A 2,500 word essay (formally assessed) is required.

Reading list: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (2nd edn); C Tilly & C Tilly, *Work Under Capitalism*; C Hakim, *Key Issues in Women's Work*. A more comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,500 words (one-third). The essay should be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Friday of LT.

SO439 Half Unit

Sociology of Employment II: Contemporary Management and Globalisation

This information is for the 2004/05 session.

Teacher responsible: Dr Patrick McGovern, S275

Availability: For graduate students in the departments of Industrial Relations, Sociology and The Interdisciplinary Institute of Management. Other students will be admitted at the discretion of the course convenor.

Pre requisites: Students should preferably have taken **Sociology of Employment I** in the MT.

Core syllabus: Sociological perspectives on changes in the employment relationship with particular emphasis on contemporary developments in management, work organisation and globalisation.

Content: Change in the employment relationship; employment in Japan; contemporary developments in management such as self-managing teams and management gurus; globalisation and labour; employment practices of multinational corporations; immigrant workers.

Teaching: The course consists of 12 two-hour seminars (SO439) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the LT. There is also a revision seminar in the ST.

Written work: A 2,500 word essay (formally assessed) is required.

Reading list: There is no recommended textbook. A comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (two-thirds) and an essay of 2,500 words (one-third). The essay should be submitted to the Sociology Administration Office, S219a, no later than the first Friday of ST.

SO442 Half Unit Not available in 2004/05

Global Cities

This information is for the 2004/05 session.

Teacher responsible: Professor S Sassen (Centennial Professor), S267

Availability: Course primarily for those registered on MSc Cities, Space and Society, MSc City Design and Social Science, MSc Human Geography Research, MSc Local Economic Development, and MSc Regional and Urban Planning Studies. Other graduate students registered in programmes such as those in anthropology, sociology, social policy and international relations are also welcome.

Content: Strategic Spaces for Economic Globalization; The New Cross-border Geographies of Centrality and Marginality: Cutting the Old North-South Divide; The City as a Production Site for the Leading Sectors in the Global Information Economy; The City as a New Frontier; The Multiplication of Urban Struggles/Immigration/New Politics; Identity in the Global City: Economic and Cultural Encasements; Consequences of Globalization: Inequality and New Forms of Power; Impacts of Digitalization on the City; Trans-national and Local Networks; Urban Labour Markets.

Core syllabus: The social economic and cultural dimensions of globalisation for cities and regions.

Teaching: 10 x one-and-a-half hour seminars in the LT.

Reading list: S Dunn (Ed), *Managing Divided Cities*, Keele University Press, 1994; S Fainstein, *The City Builders*, University of Kansas Press, 2000; S Fainstein, I Gordon & M Harlow, *Divided City: Economic Restructuring and Social Change in London and New York*, Blackwell, 1993; A D King (Ed), *Representing the City: Ethnicity, Capital and Culture in the 21st Century*, Macmillan, 1995; P Knox & P Taylor (Eds), *World Cities in a World-System*, Cambridge University Press, 1995; S Sassen, *Cities in a World Economy*, Pine Forge/Sage, 2000; S Sassen, *Globalisation and its Discontents*, 1999; S Sassen, *The Global City*, Princeton University Press, 2000; L Sklair, *Sociology of the Global System: Social Changes in Global Perspective*, Johns Hopkins University Press, 1991.

Assessment: Two 2,500 word essays, the first submitted in Week seven of LT, and the second submitted in the first week of ST, each to contribute 50% towards the final assessment. **TWO COPIES** of the second essay should be handed in to the Sociology Department Office, S219a, in June of ST, the precise date to be specified.

SO443 Half Unit

Spatial Approaches to Urban Sociology

This information is for the 2004/05 session.

Teacher responsible: Professor E Soja, Y310

Availability: For MSc City Design and Social Science and MSc Regional and Urban Planning students. Also available to other MSc students where regulations permit.

Core syllabus: This course aims to introduce students in spatially-oriented disciplines (architecture, urban and regional planning, geography, sociology) to recently developed approaches to the critical study of cities and regions. The primary emphasis will be on the interplay between urban culture and the geopolitical economy both in terms of an empirical understanding of contemporary urbanisation processes and as a field of inquiry that combines urban and regional analysis with critical cultural studies (post-structuralism, post-colonial critiques, post-modern feminism). Integrating the historical and contemporary discussions is a critical rethinking of the concepts of space and the social spatiality of urbanism. Comparisons will be drawn mainly from Los Angeles and London.

Content: Lectures will cover the following topics

1. New developments in spatial theory and urban studies
2. Rethinking the origins of cities: the three Urban Revolutions
3. Modernity and the Industrial Capitalist Metropolis
4. Post-modernity and the New Urbanisation Processes
5. Industrial restructuring and the Post-fordist metropolis
6. Globalisation processes: capital, labour, culture
7. Exopolis and the Fractal City: social and spatial polarisations
8. Controlling the Post-metropolis: police vs. polis
9. Simcities: restructuring the urban imaginary
10. Spatial justice and regional democracy

Teaching: 10 x two-hour lectures in the MT.

Reading list: E Soja, *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places*, and *Postmetropolis: Critical Studies of Cities and Regions*; M Storper, *The Regional World*; A Scott, *Regions and the World Economy*; D Harvey, *Social Justice and the City*; J Jacobs, *The Economy of Cities*; Watson & Gibson (Eds), *Postmodern Cities and Spaces*; Syngedouw & Merrifield, *The Urbanization of Injustice*; Dear, *The Postmodern Urban Condition*.

Assessment: There will be two assessed essays of 2,500 words each (100%) to be handed in during the MT.

SO444 Half Unit

Qualitative Methods for Cultural Research

This information is for the 2004/05 session.

Teachers responsible: Dr Nick Couldry, S216 and Dr Karen Throsby, S207

Availability: Compulsory course for MSc Culture and Society.

Core syllabus and Content: Aims and philosophy of qualitative research; contrasts with quantitative research; research strategy and research design; in-depth interviewing; relationship between substantive problems and methodological approaches; ethnographic enquiry; analysis of "classic" and contemporary studies.

Teaching: Lectures (comprising the lecture component of M454

Qualitative Social Research - Text and Image) and workshops

provided by the Department of Sociology in the LT.

Written work: Students are required to write a 3,000 word assignment on a piece of (a) interview research or (b) textual/visual analysis.

Reading list: U Flick, *An Introduction to Qualitative Research* (2nd edn), Sage, 2002; M Quinn Patton, *Qualitative Research & Evaluation Methods* (3rd edn), Quinn, 2002; M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound: A practical handbook for social research*, 2000; M Burawoy, *Ethnography Unbound: Power and Resistance in the Modern*, 1991; R Burgess, *In the Field*, 1984; R Burgess, *Field Research: a Sourcebook and Field Manual*, 1982; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*, 1995; D Silverman, *Interpreting Qualitative Data: Methods for the Analysis of Talk, Text and Interaction*, (new edn 2001).

Assessment: A formal two-hour examination in the ST (50%); and the written assignment listed above of not more than 3,000 words (50%) to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of ST.

SO450 Half Unit

Foundations of Urban Studies

This information is for the 2004/05 session.

Teachers responsible: Professor Richard Sennett and Mr Savvas Verdis

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: This course aims to orient students to some basic issues linking the social life of cities and the building of cities. It is not a survey of urban sociology; rather, a more in-depth exploration of three key themes which all engage the social with the material: 1) Spatial narrative: the relation between urban space and time, 2) Nature and Practice: the dialectic between nature and city, and 3) Dramaturgical space: the re-enactment of place through every-day theatre.

Content: The course explores the following problems:

1. Public Life and Public Space
2. The characters that inhabit the cities and their practices
3. The Public Realm conceived as a Theatre
4. Memory and Place
5. Spatial Narrative
6. Movement and velocity
7. Bodily Experience and Built Form
8. Crowding and subjective agency
9. Exposure and the domestication of the public sphere
10. City as habitat versus city as picture

Teaching: 10 weekly lectures and eight weekly one-and-a-half hour seminars, LT.

Reading list: M Weber (tr D Martindale & G Neuwirth), *The City*, London, 1966; S Giedion, *Space, Time and Architecture*, Cambridge Mass, 1949; L Mumford, *The City in History*, London, 1961; H Lefebvre, *The Production of Space*, Oxford, 1991; H Lefebvre, *Le Droit à la Ville*, Paris, 1968; D Harvey, *Social Justice and the City*, London, 1973; M Castells, *The Informational City*, Oxford, 1989; S Sassen, *Cities in a World Economy*, Thousand Oaks, CA, 1994; R Koolhaas, *S, M, L, XL*, New York, 1995; R Sennett, *The Fall of Public Man*, Cambridge, 1977; R Sennett, *Flesh and Stone*, London, 1994; S Kostof, *The City Shaped*, London, 1991; L Benevolo (tr G Culverwell), *The History of the City*, London, 1980; J Rykwert, *The Idea of a Town*, London, 1976; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass, 1992; Selected writings of Michel Foucault, Georg Simmel & Jane Jacobs. Readings may shift somewhat from year to year.

Assessment: A course essay of not more than 3,000 words (100%) on an approved topic to be submitted at the beginning of the ST.

SO451 Half Unit

Urban Morphologies

This information is for the 2004/05 session.

Teacher responsible: Mr R Burdett, Y308

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core syllabus: A review of 20th century urban design theories and methodologies of spatial analysis. Comparative case studies of the contemporary city. Identification of physical issues affecting social and economic performance. Analysis of the spatial and social organisation of public and private institutions, complex buildings and civic spaces and their relationship to urban form.

Content: The course will cover the following areas:

- a. Techniques of spatial analysis of complex building and urban form and their application to current design practice; review of contemporary theories of urban space.
- b. Comparative urban case studies focusing on: metropolitan and community issues; housing; public and private transport; compact and dispersed cities; real estate development, planning constraints; inner city regeneration and out-of-town development.

Teaching: 10 weekly lectures and weekly one-and-a-half hour seminars, MT.

Reading list: P Hall, *Cities of Tomorrow*, Oxford, 1996; J Jacobs, *The Death and Life of the Great American City*, New York, 1961; A Rossi, *The Architecture of the City*, MIT Press, 1998; B Hillier, *Space is the Machine*, Cambridge, 1996; W H Whyte, *City, Rediscovering the Centre*, New York, 1988; Report of the Urban Task Force, *Towards an Urban Renaissance*, London, 1999.

Assessment: Students must submit an illustrated essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the LT. A two-hour written examination in the ST (50%).

SO452 Half Unit Urban Infrastructure

This information is for the 2004/05 session.

Teachers responsible: Mr R Burdett, Y308 with Mr R Zogolovitch, c/o Y309

Availability: Compulsory for MSc City Design and Social Science students. Optional for MSc Regional and Urban Planning Studies and other graduate students only with the permission of the teacher responsible.

Core syllabus: To develop a critical understanding of the physical infrastructure of the city, its relationship to development, and its impact on society.

Content: Development and Engineering. Development Process. Transport Systems. Project Delivery and Regeneration. Impact of Infrastructure. Cost Benefit Analysis. IT and Security. Traffic Congestion. Project Implementation. Sustainability.

Teaching: 10 weekly lectures and 10 weekly seminars in LT.

Reading list: Key texts include: A A Jackson, *Semi-detached London: Suburban Development, Life and Transport, 1900-1939*, George Allen & Unwin, 1973; London County Council, *County of London Plan*, Macmillan, 1944; O Marriott, *The Property Boom*, Hamish Hamilton, 1967; D Banister, *Transport and Urban Development*, Spon, London, 1995; S Guy, S Marvin & T Moss (Eds), *Urban Infrastructure in Transition: Networks, Buildings, Plans*, Earthscan, London, 2001; K J Button & E T Verhoef, *Road pricing, traffic congestion, and the environment: issues of efficiency and social feasibility*, Edgar Allen, 1998.

Assessment: A course essay of not more than 3,000 words (50%) on an approved topic to be submitted at the beginning of the ST. A two-hour written examination in the ST (50%).

SO453 Half Unit Gender and Post-Colonial Theory

This information is for the 2004/05 session.

Teacher responsible: Dr Claire Alexander, S264

Availability: This half unit course is available to all those following Master's programmes in the Department of Sociology and the Gender Institute, and to other suitably qualified MSc students. It is especially recommended to those students on MSc Gender and MSc Gender, Development and Globalisation.

Core syllabus: This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory with a special focus on the intersections between gender and postcolonial theories. Both postcolonial and gender theories offer critiques of modernist conceptions of the subject, foregrounding issues of power. They also raise important methodological questions for understanding political, economic and social relations in the postcolonial era. The sessions will be run in such a way as to enable students to critically engage with the complex concepts, and sometimes difficult texts of postcolonial theory. Therefore it is essential that the set texts are read prior to the sessions and students come prepared to participate and raise questions.

Content: The course focused on in-depth readings and historical and political contextualisation of key authors such as Edward Said, Frantz Fanon and Homi Bhabha. Feminist interventions in the field of postcolonial studies, highlighting critiques of postcolonial 'forefathers' and mainstream feminist theory. Particular arenas (case studies) of importance to the development of postcolonial feminist thought, namely sexuality, the veil and resistance.

Teaching: Teaching: 10 x two-hour integrated lectures and seminars.

Reading list: J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, Routledge, New York (1997); Homi K Bhabha, *The Location of Culture*, Routledge (1994); A Brooks, *Postfeminisms, Feminism, Cultural Theory and Cultural Forms*, Routledge (1997); Fanon Frantz, *Black Skin/White Masks*, Grove Press, New York (1967); A Loomba, *Colonialism/postcolonialism*, Routledge (1998); J M John, *Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories*, University of California Press (1996); D Landry & G MacLean (Eds), *The Spivak Reader*, Routledge (1995); M Marchand & J Parpart, *Feminism, Postmodernism and Development*, Routledge (1997); A McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, Routledge (1995); C T Mohanty, A Russo & L Torres (Eds), *Third World Women and the Politics of Feminism*, Indiana Press (1991); Edward W Said, *Orientalism*, Penguin (1987).

Assessment: There will be one assessed essay of 2,500 words to be submitted at the end of the term and a two-hour unseen examination in June. The essay will comprise 25% of the final grade and the examination the other 75%.

SO454 Half Unit Not available in 2004/05 The Family and the Life Course

This information is for the 2004/05 session.

Teacher responsible: Dr Ursula Henz, S218

Availability: The course is optional for MSc Sociology and other degrees where regulations permit.

Core syllabus: The course provides an introduction into selected issues of

the sociology of the family as well as an introduction of core concepts of life-course research. It examines continuities and changes in modern life-courses by drawing on a rich body of empirical studies about the family.

Content: Major themes include: concepts of the life course; the changing experience of childhood; social origin and educational careers; transition to adulthood; family formation and dissolution; gender roles and the division of work in the family; pluralization of living arrangements; the third age.

Teaching: 10 two-hour seminars in the LT.

Reading list: A detailed reading list will be provided at the beginning of the sessions. General reading: G S Becker, *A Treatise on the Family*; J Z Giele & G H Elder Jr, *Methods of Life Course Research*; M Buchmann, *The Script of Life in Modern Society*; S McRae, *Changing Britain. Families and Households in the 1990s*; H-P Blossfeld & A Timm, *Who Marries Whom? Educational Systems as Marriage Markets in Modern Societies*; T K Hareven, *Transitions. The Family and the Life Course in Historical Perspective*.

Assessment: Two-hour unseen examination (70%) and a 3,000-word essay (30%).

SO455 Key Issues in Biomedicine, Bioscience and Society This information is for the 2004/05 session.

Teachers responsible: Professor Sarah Franklin, S210 with Professor Nikolas Rose, S217 and Dr Karen Throsby, S207

Availability: Compulsory course primarily for MSc Biomedicine, Bioscience and Society. Optional for MSc International Health Policy and MSc International Health Policy (Health Economics). Available to students following other MSc programmes where regulations permit.

Core syllabus: The course provides an introduction to different areas of research and debate on social aspects of contemporary developments in the life sciences and biomedicine. It is interdisciplinary, bringing together perspectives from across the social sciences to explore the social, political, economic and ethical drivers and implications of developments in genomics, reproductive technologies, neuroscience and pharmacology, and it aims to develop an awareness of the field of contemporary research in these issues.

Content: Approaches to the social studies of (bio) science and (bio) technology, eugenics and the new genetics, new reproductive technologies; stem cells; cloning; GMO; the politics of bioethics; the sociology of the pharmaceutical industry; risk and trust; public understandings of science; biotechnology and human rights; bioscience and intellectual property.

Teaching: The course consists of 22 lectures/seminars held in the MT, LT and ST.

Reading list: Daniel J Kevles, *In the Name of Eugenics: Genetics and the Uses of Human Heredity*, New York, Knopf (1985); Giorgio Agamben, tr D Heller-Roazen, *Homo Sacer: Sovereign Power and Bare Life*, Stanford University Press (1998); P Kitcher, *The Lives to Come - The Genetic Revolution and Human Possibilities*, Penguin, 1996, paperback edn, 1997; Evelyn Fox Keller, *The Century of the Gene*, Cambridge, MA Harvard UP (2000); Rayna Rapp, *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America*, New York, Routledge (1999); S Franklin, *Embodied Progress. A Cultural Account of Assisted Conception*, Routledge (1997); G E Pence (Ed), *Flesh of My Flesh: The Ethics of Cloning Humans*, Lanham, Rowman & Littlewood (1998); J Bryan & J Clare, *Organ Farm. Pig-to-Human Transplants: Medical Miracle or Genetic Time Bomb*, London, Carlton Books (2001); M Bauer (Ed), *Resistance to New Technology: Nuclear Power, Information Technology and Biotechnology*, Cambridge University Press (1995); M Dando, *Biological Warfare in the 21st Century*, London, Brassey's (1994); P Conrad & R Gabe (Eds), *Sociological Perspectives on the New Genetics*, Blackwell (1999); In P Wheale, R von Schomberg & P Glasner (Eds), *The Social Management of Genetic Engineering*, Aldershot, Ashgate (1998); Carl Elliot, *Better than Well*, Norton (2003); Francis Fukuyama, *Our Posthuman Future*, Picador (2002); R Brownsword, W R Cornish & M Llewelyn (Eds), *Law and Human Genetics: Regulating a Revolution*, Oxford, Hart (1998); U Beck, *The Risk Society*, Sage (1992); J Durant, M Bauer & G Gaskell (Eds), *Biotechnology in the public sphere: a European source book* London Science Museum Press (1998); D Guston & K Kenniston, *The Fragile Contract: University Science and the Federal Government*, Cambridge MA, MIT Press (1994).

Written work: One 5,000 word essay (formally assessed) submitted on the first day of the ST is required.

Assessment: A formal three-hour examination in the ST (50%) and a written assignment of not more than 5,000 words (50%).

SO456 Half Unit 'Race', Ethnicity and Difference: Theoretical Perspectives

This information is for the 2004/05 session.

Teacher responsible: Dr Claire Alexander, S285

Availability: Optional course for Master's degrees in Sociology and Gender. Other students may take this course as permitted by the regulation of their degrees.

Core syllabus: The course provides an introduction to theoretical and

contemporary debates around race, ethnicity, and difference. It explores the main theoretical perspectives which have been used to analyse racial and ethnic relations and then considers some of the key theoretical debates in contemporary racial and ethnic studies.

Content: Race and social theory; race and class; multiculturalism; race, ethnicity and gender; whiteness, anti-semitism; postcolonial theory; race, identity and difference; new racisms, new ethnicities; researching 'race'.

Teaching: 10 combined lectures/seminars held weekly in MT.

Written work: Each student is expected to produce a paper for class presentation.

Reading list: L Back & J Solomos (Eds), *Theories of Race and Racism* (Routledge, 2000); M Bulmer & J Solomos (Eds), *Racism* (OUP, 1999); M Banton, *Racial Theories* (CUP, 1998); J Solomos & L Back, *Racism and Society* (Macmillan, 1996), R Miles, *Racism after Race Relations* (Routledge, 1993); M Bulmer & J Solomos (Eds), *Racial and Ethnic Studies Today* (Routledge, 1999); H Mirza (Ed), *Black British Feminism* (Routledge, 1997); K Owusu (Ed), *Black British Cultural Studies* (Routledge, 1999); D T Goldberg, *Racist Culture* (Blackwell, 1993); M Mac An Ghaill, *Contemporary Racisms and Ethnicities* (Open University Press, 1999); P Gilroy, *Between Camps* (Allen Lane, 2000); J Donald & A Rattansi (Eds), *Race, Culture and Difference* (Sage, 1992); P Hill Collins, *Black Feminist Thought* (Routledge, 1991); CCCS, *The Empire Strikes Back* (Hutchinson, 1982); B Hesse (Ed), *Unsettled Multiculturalisms* (Zed, 2000); A Sharma, J Hutnyk & A Sharma (Eds), *Disorienting Rhythms* (Zed, 1996); D T Goldberg (Ed), *Multiculturalism: A Critical Reader* (Blackwell, 1994); R Frankenburg, *White Women, Race Matters* (Routledge 1993); R Delgado & J Stefancic (Eds), *Critical White Studies* (Temple University Press, 1997); F W Twine & J Warren (Eds), *Race-ing Research, Researching Race* (NYU, 2000); I Chambers & L Curti (Eds), *The Postcolonial Question* (Routledge, 1996); H Bhabha, *The Location of Culture* (Routledge, 1994).

Assessment: A 5,000 word essay to be handed in to the Sociology Administration Office, S219a, no later than 4.00pm on the first Friday of LT.

SO457 Half Unit Political Reconciliation

This information is for the 2004/05 session.

Teacher responsible: Dr Claire Moon, S267

Availability: Optional course primarily for MSc Human Rights, MSc Culture and Society, MSc Sociology and MSc Political Sociology. Available to students following other MSc programmes where regulations permit.

Core syllabus: The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded, and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from law, political theory, sociology, and philosophy amongst others, and contends that any investigation of reconciliation must be approached from a variety of perspectives in order to understand and interpret its wider social and political reach, as well as its limitations. The course introduces students to current research in the field.

Content: Defining reconciliation; legal narratives of reconciliation (retributive and restorative); truth commissions and war crimes tribunals; political subjects of reconciliation ('victims' and 'perpetrators'); trauma and memory; responsibility; truth; amnesty; religious discourses.

Teaching: 10 lectures and 10 seminars in MT.

Reading list: Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books, 1977); Emillos Christodoulidis & Scott Veitch (Eds), *Lethal Law: Justice, Law and Ethics in Reconciliation* (Oxford: Hart Publishing, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (London, Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (New York, Capricorn Books, 1961); Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Cambridge, MA, Harvard University Press, 1986); Nicholas Tavuchis & Mea Culpa, *A Sociology of Apology and Reconciliation* (Stanford University Press, 1991); Richard Wilson, *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge University Press, 2001).

Assessment: One 3,000 word essay to be handed in to the Sociology Administration Office, S219, before 4.30pm on the first Friday of LT and one two-hour unseen examination in which candidates will answer two questions.

SO458 Half Unit Gender and Societies

This information is for the 2004/05 session.

Teacher responsible: Dr Suki Ali, S206

Availability: For all Sociology Masters students as well as those from MSc Social Research Methods (Sociology), MSc Gender and Social Policy, and others where regulations permit.

Core syllabus: Theorisation of gender and its articulation with other kinds of social difference such as 'race', ethnicity, class and sexualities.

Content: Theoretical debates and contemporary issues; femininities/masculinities; sexualities; nation and family; work; education;

violence; transnational feminism; politics.

Teaching: 10 Seminars on a weekly basis in MT.

Indicative reading: R W Connell, *Gender & Power*, 1987; J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York, Routledge, 1997; C Smart, *Regulating Womanhood*, 1992; S Jackson, *Heterosexuality in Question*, 1999; Ablove, et al, *The Lesbian and Gay Studies Reader*, Routledge, 1993; S Lees, *Ruling Passions*, 1997; E Silva & C Smart, *The New Family?*, 1999; J Wacjman, *Managing like a man: Women and men in corporate management*, 1998. A more detailed reading list will be provided at the beginning of the course.

Assessment: A two-hour unseen examination.

SO459 Half Unit

Gender, Identity and Difference

This information is for the 2004/05 session.

Teacher responsible: Dr Suki Ali, S206

Availability: For all Sociology Masters students as well as those from MSc Social Research Methods (Sociology), MSc Gender and Social Policy, and others where regulations permit.

Core syllabus: Theoretical debates about the production of social identities, subjectivity and difference.

Content: Key concepts from psychoanalysis, post-colonial and post-structuralist theory, feminist theories of subjectivity, alterity; performativity; cultural theories of 'race' and ethnicity; sexualities; kinship; belonging; racial science.

Teaching: 10 Seminars on a weekly basis in LT.

Indicative reading: J Butler, *Antigone's claim: kinship between life and death*, Columbia University Press, 2000; R J C Young, *Colonial Desire: hybridity in theory, culture and race*, Routledge, 1995; J Lacan, *Ecrits*, Routledge; E Gross, *Antigone's claim: kinship between life and death*; Homi K Bhabha, *The Location of Culture*, Routledge, 1994; J Rose & J Juliet Mitchell (Eds), *Feminine Sexuality: Jacques Lacan and the école freudienne* Norton; N Zack, *Philosophy of science and race*, Routledge, 2002; D Haraway, *Modest Witness@the Second Millennium: FeMale Man, Meets Onco Mouse: feminism and technoscience*, Routledge; J Carsten, *After Kinship*, Cambridge University Press, 2004; K Mercer, *Welcome to the jungle: new positions in black cultural studies*, Routledge, 1994.

Assessment: A two-hour unseen examination.

SO499

Dissertation

This information is for the 2004/05 session.

Teachers responsible: Programme Tutor of the relevant MSc programme and other Sociology and Cities staff.

Availability: For students taking MSc Sociology, MSc Sociology (Research), MSc Political Sociology, MSc Culture & Society, MSc Human Rights, MSc Criminology, MSc Criminology (Research) and MSc Biomedicine, Bioscience and Technology.

Core syllabus: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Tutor.

Arrangements for supervision: The dissertation should reflect the candidate's own views. The dissertation may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods. Guidance on topic selection and methods will normally be provided by the candidate's tutor. The dissertation is primarily a reflection of the candidate's own work and so feedback will not be given on drafts of the dissertation.

Teaching: The candidate must submit a working title and a brief Abstract of his/her intended dissertation (up to an A4 page, double-spaced) by 25 February 2005. This should be handed to the MSc Sociology Administrator in Room S219a, who will issue a signed receipt that it has been handed in; a copy should also be sent electronically to the relevant Programme Tutor. These Abstracts are the basis for an MSc dissertation Workshop that is organised for each programme. Attendance at this is optional but students are, of course, encouraged to attend.

Assessment: The course is assessed by the Dissertation (100%). Dissertations must be submitted on a specified date in late August/early September in the academic year registered (Full-Time), or in the subsequent year (Part-Time). Exact dates will be provided in induction materials. Dissertations may be up to 10,000 words (15,000 words in the case of the MSc Human Rights programme), must be word-processed and be fully referenced using a recognised citation system.

SO4M3

Criminological Research Methods 1

This information is for the 2004/05 session.

Teachers responsible: Dr Janet Foster, S268

Availability: For MSc Criminology. This course is also open to students

taking other MSc programmes.

Core syllabus: This course offers the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. As part of this course students are required to attend, and be assessed in M1451 **Quantitative Analysis in Social Research 1: Description and Inference** (for those with little, or no statistical training), or M1452 **Quantitative Analysis 2: The Generalised Linear Model** (for those with more sophisticated statistical skills).

Content: The course begins with **EITHER:** M1452 or M1451 in the MT. These courses are run by the Methodology Institute and form the foundation of the quantitative element of the course. M1451: **Quantitative Analysis 1: Description and Inference** covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. **If you register for SO4M3 you will automatically be included on M1451.** M1452 **Quantitative Analysis 2: The Generalised Linear Model** is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for course SO4M4 you will automatically be included on M1452.** For both M1451 and M1452 exercises and project work must be completed. In LT we examine qualitative methods, including interviewing techniques, problems of gaining access and ethnographic methods, as well as quantitative research and its uses in Criminology (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation).

Teaching: M1452 or M1451 in the MT. Ten **Methods of Criminological Enquiry** Seminars, one-and-a-half hours in the LT.

Reading list: K Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches*, 1999; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*, 1995; Miles & A Huberman, *Qualitative Data Analysis*, 1994; A Oppenheim, *Questionnaire Design and Attitude Measurement*; R Black, *Evaluating Social Science Research*; K Bordens & B Abbott, *Research Design and Methods*; V Jupp, *Methods of Criminological Research*, 1989; P Rossi & H Freeman, *Evaluation: A Systematic Approach*. **Assessment:** This course has four elements of Assessment. Students registered on SO4M3 will take SO4M3a which is a two-hour open book examination based on M1451 (worth 30%). Students registered on SO4M4 will take SO4M4a which is a two-hour open book examination based on M1452 (worth 30%). In addition, students must also submit in LT a 3,000 word quantitative exercise (worth 35%) and a 3,000 word qualitative exercise, based on either interview or fieldwork, to be handed into the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST (worth 35%).

SO4M4

Criminological Research Methods 2

This information is for the 2004/05 session.

Teachers responsible: Dr Janet Foster, S268

Availability: For MSc Criminology. This course is also open to students taking other MSc programmes.

Core syllabus: This course offers the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. As part of this course students are required to attend, and be assessed in M1451 **Quantitative Analysis in Social Research 1: Description and Inference** (for those with little, or no statistical training), or M1452 **Quantitative Analysis 2: The Generalised Linear Model** (for those with more sophisticated statistical skills).

Content: The course begins with **EITHER:** M1452 or M1451 in the MT. These courses are run by the Methodology Institute and form the foundation of the quantitative element of the course. M1451: **Quantitative Analysis 1: Description and Inference** covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students will use SPSS (a statistics package) to explore and manipulate data. **If you register for SO4M3 you will automatically be included on M1451.** M1452 **Quantitative Analysis 2: The Generalised Linear Model** is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for course SO4M4 you will automatically be included on M1452.** For both M1451 and M1452 exercises and project work must be completed. In LT we examine qualitative methods, including interviewing techniques, problems of gaining access and ethnographic methods, as well as quantitative research and its uses in Criminology (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation).

Teaching: M1452 or M1451 in the MT. Ten **Methods of Criminological Enquiry** Seminars, 1.5 hours in the LT.

Reading list: K Punch, *Introduction to Social Research: Quantitative and Qualitative Approaches*, 1999; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*, 1995; Miles & A Huberman, *Qualitative Data Analysis*, 1994; A Oppenheim, *Questionnaire Design and Attitude Measurement*; R Black, *Evaluating Social Science Research*; K Bordens & B

Abbott, *Research Design and Methods*; V Jupp, *Methods of Criminological Research*, 1989; P Rossi & H Freeman, *Evaluation: A Systematic Approach*.

Assessment: This course has four elements of Assessment. Students registered on SO4M3 will take SO4M3a which is a two-hour open book examination based on M1451 (worth 30%). Students registered on SO4M4 will take SO4M4a which is a two-hour open book examination based on M1452 (worth 30%). In addition, students must also submit in LT a 3,000 word quantitative exercise (worth 35%) and a 3,000 word qualitative exercise, based on either interview or fieldwork to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST (worth 35%).

ST402 Half Unit

Principles and Methods of Statistical Practice

This information is for the 2004/05 session.

Teacher responsible: Dr M Knott, B607

Availability: Primarily for MSc Statistics, also available as an option to MSc students.

Pre requisites: Mathematics to the level of MA200/MA201 **Further Mathematical Methods**.

Core syllabus: The course is intended partly as a refresher - quickly covering some fundamental aspects of practical probability and statistics - and partly as an introduction to advanced methods currently used in social science and finance.

Content: Revision of probability theory. Random variables, instance of random variable, discrete and continuous distributions, conditional distributions, mass and density functions, expectation, variance, covariance, correlation and dependence, generating functions, transformations of random variables. Sampling distributions, estimation and hypothesis testing, properties of statistics (sufficiency, bias, efficiency). Introduction to more advanced topics, regression, ANOVA, multivariate distributions, sampling theory.

Teaching: Lectures: 20 MT, classes: 10 MT.

Reading list: G S Casella & R L Berger, *Statistical Inference*; R V Hogg & A T Craig, *Introduction to Mathematical Statistics*; P L Meyer, *Introduction to Probability with Applications*

Assessment: Two-hour written examination in the ST.

ST404 Half Unit

Sampling Theory and Practice

This information is for the 2004/05 session.

Teacher responsible: Mrs J I Galbraith, B615

Availability: Primarily for MSc Statistics.

Pre requisites: Mathematics to the level of MA200/MA201 **Further Mathematical Methods**; ST202 **Probability, Distribution Theory and Inference**.

Core syllabus: The course deals with the theory and practice of sample design. Particular emphasis is given to sampling problems which arise in the social sciences.

Content: Simple random sampling, estimation of means, proportions, totals and standard errors, ratio and regression estimation. Stratified random sampling, proportional allocation, optimal allocation. Cluster sampling, multi-stage sampling. Double and multi-phase sampling, post-stratification, equal probability of selection designs. Estimation for complex designs. Non-response errors, weighting and other practical constraints with examples from surveys.

Teaching: Lectures: 20 MT.

Classes: eight MT plus one two-hour workshop MT.

Reading list: W G Cochran, *Sampling Techniques* (1977); L Kish, *Survey Sampling* (1965); R L Scheaffer, W Mendenhall & R L Ott, *Elementary Survey Sampling* (1996); F J Fowler Jr, *Survey Research Methods* (2002); G Kalton, *Introduction to Survey Sampling* (1983); E S Lee et al, *Analyzing Complex Survey Data* (1989); E Babbie, *The Practice of Social Research* (2001).

Assessment: Two-hour written examination in the ST.

ST405 Half Unit

Multivariate Methods

This information is for the 2004/05 session.

Teachers responsible: Dr M Knott, B607 and Mrs J I Galbraith, B615

Availability: Primarily for MSc Statistics.

Pre requisites: Mathematics to the level of MA200/MA201 **Further Mathematical Methods**; ST202 **Probability, Distribution Theory and Inference**.

Core syllabus: An introduction to the theory and application of modern multivariate methods used in the Social Sciences.

Content: A selection from the following topics: cluster analysis, multi-dimensional scaling, principal components analysis, correspondence analysis, factor analysis, latent variable models, multivariate normal distribution, exponential family, and structural equations models.

Teaching: Lectures: 15 LT. Computer workshops: four x two-hour LT.

Written work: Two small reports to be used for Assessment.

Reading list: D J Bartholomew, F Steele, I Moustaki & J I Galbraith, *The*

Analysis and Interpretation of Multivariate Data for Social Scientists; D J Bartholomew & M Knott, *Latent Variable Models and Factor Analysis*; C Chatfield & A J Collins, *Introduction to Multivariate Analysis*; B S Everitt & G Dunn, *Applied Multivariate Data Analysis*.

Assessment: Course Assessment (30%); two-hour written examination in the ST (70%).

ST409 Half Unit

Stochastic Processes

This information is for the 2004/05 session.

Teacher responsible: Dr U Cetin, B608

Availability: Primarily for MSc Statistics, MSc Management and Regulation of Risk, MSc Applicable Mathematics, MSc Risk and Stochastics and MSc Econometrics and Mathematical Economics.

Pre requisites: Mathematics to the level of MA200/MA201 **Further Mathematical Methods** and a good undergraduate knowledge of distribution theory; some probability to the level of ST402 or equivalent.

Core syllabus: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. **Content:** Markov processes. Martingales, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.

Teaching: Lectures: 20 MT. Classes: 10 MT.

Reading list: N H Bingham & R Kiesel, *Risk Neutral Valuation*; R Durrett, *Essentials of Stochastic Processes*; P Embrechts, *Modelling Extremal Events*; T Mikosch, *Elementary Stochastic Calculus*; S I Resnick, *Adventures in Stochastic Processes*; S M Ross, *Introduction to Probability Models*.

Assessment: Two-hour written examination in the ST.

ST411 Half Unit

Regression, Diagnostics and Generalized Linear Modelling

This information is for the 2004/05 session.

Teacher responsible: Professor H Wynn, B605

Availability: Primarily for MSc Statistics and MSc Econometrics and Mathematical Economics.

Pre requisites: Mathematics to the level of MA100 **Mathematical Methods**, probability to the level of ST202 **Probability, Distribution Theory and Inference**.

Core syllabus: Regression analysis and generalized linear modelling with an emphasis on diagnostics and the exponential family.

Content: One variable and multiple regression. Factorial design. Variable selection and model building. Deletion diagnostics. Transformation of the response, constructed variables. The use of R for data analysis. Exponential family and generalized linear models. Loglinear models, contingency tables, exact tests.

Teaching: Lectures: 20 LT. Computer Workshops: 10 LT.

Reading list: A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*; A C Atkinson, *Plots, Transformations, and Regression*; W N Venables & B D Ripley, *Modern Applied Statistics with S-Plus*; A Dobson, *An Introduction to Generalised Linear Modelling*; P McCullagh & J A Nelder, *Generalized Linear Models*; R Venables & D M Smith, *An Introduction to R* (downloadable).

Assessment: Two-hour written examination in the ST.

ST415 Half Unit

Surveys and Experiments in Social Research

This information is for the 2004/05 session.

Teacher responsible: Dr J Kuha, B808

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research.

Pre requisites: A basic knowledge of statistics and probability up to first degree level.

Core syllabus: The course deals with the principles and practicalities of the design and execution of experiments, quasi-experiments and sample surveys for social investigations.

Content: Principles and methods of empirical research, formulation and testing of theories, operationalisation and measurement. Principles of experimental research, common experimental and quasi-experimental designs. Strategies and methods of survey data collection, sampling, attitude measurement, questionnaire design, non-sampling errors, non-response.

Teaching: Lectures: 10 MT and 20 LT.

Reading list: C M Judd, E R Smith & L H Kidder, *Research Methods in Social Relations*; W R Shadish, T D Cook & D T Campbell, *Experimental and Quasi-experimental Designs for Generalized Causal Inference*.

Assessment: Two-hour written examination in the ST (70%), course Assessment (30%).

ST416 Half Unit

Multilevel Models

This information is for the 2004/05 session.

Teacher responsible: Dr J Kuha, B808

Availability: Primarily for MSc Statistics and MSc Social Research Methods (Statistics).

Pre requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Core syllabus: A practical introduction to multilevel modelling with applications in social research.

Content: This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households or geographical areas) and longitudinal data. Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (eg MLwiN, Stata).

Teaching: Lectures: 10 LT, computer classes: five two-hour sessions LT.

Written work: One piece of assessed coursework.

Reading list: T Snijders & R Bosker, *Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling*, Sage.

Also recommended are: I Krefl & J de Leeuw, *Introducing Multilevel Modelling*; H Goldstein, *Multilevel Statistical Models*; S W Raudenbush & A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*. **Assessment:** Course Assessment (50%); two-hour written examination in the ST (50%).

ST417 Half Unit

Statistical Sources and Packages

This information is for the 2004/05 session.

Teacher responsible: Dr J Penzer, B610

Availability: Primarily for MSc Statistics, MSc Social Research Methods (Statistics) and MSc Operational Research.

Pre requisites: Statistics to the level of ST203 **Statistics for Management Sciences**.

Core syllabus: An introduction to electronic sources of data and the use of computers in modern applied statistics. The course teaches simulation and data analysis using the R software package.

Content: R open source software. Objects: matrices, vectors, lists. Input, output, data manipulation. Descriptive analysis. Graphical analysis. Functions, logical operators, conditional expressions, loops. Pseudo-random numbers, Monte Carlo experiments, simulation based inference. Use of electronic data sources, methods of data collection. A selection of applications from: linear models, principal component analysis, discriminant analysis, survival analysis, time series analysis and non-linear regression.

Teaching: Lectures: 10 MT, classes: 10 MT, computer Workshops: 20 MT.

Reading list: Free documentation associated with R can be found at <http://www.r-project.org>. This includes W N Venables et al, *An Introduction to R* (<http://cran.r-project.org/manuals/R-intro.pdf>). Main text: W N Venables & B D Ripley, *Modern Applied Statistics with S*. Other texts: P Dalgaard, *Introductory Statistics with R*; J Maindonald & J Braun, *Data Analysis and Graphics using R*; A C Davison, *Statistical Models*.

Assessment: Coursework: 100% (Simulation project: 20%; Data analysis project: 30%; Written test on the use of R: 20%; Computer based test on the use of R: 30%).

ST418 Half Unit

Non-Linear Dynamics and the Analysis of Real Time Series

This information is for the 2004/05 session.

Teacher responsible: Dr L Smith, B705

Availability: Primarily for MSc Statistics, MSc Applicable Mathematics, MSc Econometrics and Mathematical Economics.

Pre requisites: ST422 **Time Series**.

Core syllabus: An introduction to the dynamics of non-linear deterministic systems with a practical focus, including case studies, of use of time series data in industry.

Content: Analysis and modelling of real data, involving an introduction to the dynamics of non-linear systems. Focus is on evaluating which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem. Concrete applications in economics (electricity demand) and environment (weather derivatives) as well as analytically tractable illustrations.

Teaching: Lectures: 20 LT, two ST. Computer Workshops: 10 LT.

Reading list: H Kantz & T Schreiber, *Non-linear Time Series Analysis*; E Ott, T Sauer & J A Yorke (Eds), *Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems*; E Ott, *Chaos in Dynamical Systems*; R Tsay, *Analysis of Financial Time Series*.

Assessment: Two-hour written examination in ST: 80%; project: 20%.

ST421 Half Unit

Developments in Statistical Methods

This information is for the 2004/05 session.

Teacher responsible: Professor Q Yao, B609

Availability: Primarily for MSc Statistics, also available as an option to MSc students.

Pre requisites: ST402 **Principles and Methods of Statistical Practice**.

Students are advised to take ST411 **Regression, Diagnostics and**

Generalized Linear Models in parallel to this course.

Core syllabus: Our aim is to teach students important statistical methodologies that reflect the exciting development of the subject over the last ten years, which include empirical likelihood, MCMC, bootstrap, local likelihood and local fitting, model Assessment and selection methods, boosting, support vector machines. These are computationally intensive techniques that are particularly powerful in analysing large-scale data sets with complex structure.

Content: A selection from the following topics. Robustness of likelihood approaches: distance between working model and "truth", maximum likelihood under wrong models, quasi-MLE, model selection with AIC, robust estimation. Empirical likelihood: empirical likelihood of mean. Bayesian methods and Markov chain Monte Carlo (MCMC) basic Bayes, Gibbs sampler, Metropolis-Hastings algorithm. Elements of statistical learning: global fitting versus local fitting, linear methods for regression, splines, kernel methods and local likelihood. Model Assessment and selection: bias-variance trade-off, effective number of parameters, BIC, cross-validation. Further topics: additive models, varying-coefficient linear models, boosting, neural network, support vector machines. The course will be continuously updated to reflect important new developments in statistics.

Teaching: Lectures: 20 LT, Classes: five LT, Computer sessions: five LT.

Reading list: T Hastie, R Tibshirani & J Friedman, *The Elements of Statistical Learning: Data Mining, Inference and Prediction*; Y Pawitan, *In All Likelihood: Statistical Modelling and Inference Using Likelihood*; M A Tanner, *Tools for Statistical Inference*.

Assessment: Two-hour written examination in the ST.

ST422 Half Unit

Time Series

This information is for the 2004/05 session.

Teacher responsible: Professor H Tong, B711

Availability: Primarily for MSc Statistics, MSc Operational Research, MSc Risk and Stochastics, MSc Econometrics and Mathematical Economics.

Pre requisites: Mathematics to the level of MA200/MA201 **Further Mathematical Methods** and a good undergraduate knowledge of probability and distribution theory.

Core syllabus: A broad introduction to statistical time series for postgraduates.

Content: Autocorrelation, stationarity and causality. ARIMA models, identification, estimation, diagnostic checking and linear prediction. Non-stationarity and differencing. Spectral analysis, nonlinear models.

Teaching: Lectures: 20 MT. Seminars: 10 MT.

Reading list: P J Brockwell, *Introduction to Time Series and Forecasting*; G E P Box & G M Jenkins, *Time Series Analysis, Forecasting and Control*; W A Fuller, *Introduction to Statistical Time Series*.

Assessment: Two-hour written examination in the ST.

ST431

Risk Theory I

This information is for the 2004/05 session.

Teacher responsible: Professor R Norberg, B601 and Dr A Dassios, B606

Availability: MSc Risk and Stochastics.

Pre requisites: ST302 **Stochastic Processes**; ST402 **Principles and Methods of Statistical Practice** (or equivalent).

Content: The course consists of two modules that are taught in parallel throughout the term:-

ST431.1 Life Insurance (Professor R Norberg)

Core syllabus: A self-contained, comprehensive introduction to life and pensions insurance mathematics based on the theory of stochastic processes, notably marked point processes and their associated counting processes and martingales. A variety of insurance schemes are analysed, ranging from the traditional participating policy to modern index-linked insurance with benefits dependent on prices of traded securities or other market indices. An introduction to statistical life history analysis is part of the course.

Content: Time continuous non-homogeneous Markov chain model for life histories and developments of life insurance policies. Extension to semi-Markov chains. Diffusion and jump process models for financial markets. Actuarial analysis of basic insurance products: life endowment, life annuity, life assurance, and disability insurance. Extension to the general multi-state policy. The participating policy; surplus, bonus, and guaranteed interest. Defined benefits vs defined contributions. Index-linked benefits (unit-linked, salary-dependent and others); risk minimization in the framework of theory of incomplete financial markets. Portfolio analysis of combined insurance risk and financial risk; solvency and market value of insurance companies. Pension funding. Statistical life history analysis in the Markov chain model.

ST431.2 Non-life Insurance (Dr A Dassios)

Core syllabus: This module covers the core matter of mathematical risk theory. It gives precise content to the notion of (insurable) risk and presents theories for how to mitigate and possibly eliminate such risk through insurance schemes. Emphasis is on principles for pricing of insurance products and on solvency control of insurers. The actuarial

topics of ruin theory and claims reserving are thoroughly treated.

Content: Axiomatic approach to ordering of risks; expected utility; optimal forms of insurance from the insured's and from the insurer's point of view (Ohlin's theory); Pareto-optimal risk exchanges (Borch's and DuMouchel's theory). Premium principles; Ordering of risks (stop-loss, convex, and other orders). Ruin theory in various model scenarios including large claims and stochastically compounding assets, and applied to the issue of optimal reinsurance. Evaluation of total claims distributions for risk portfolios. Value at Risk (VaR). Claims reserving in non-life insurance - a marked Poisson process scenario.

Teaching: ST431.1 Lectures: 20 MT. Seminars: 10 MT.

ST431.2 Lectures: 20 MT. Seminars: 10 MT.

Written work: ST431.1 Take home mock examination at the end of MT.

ST431.2 Take home mock examination at the end of MT.

Reading list: R Norberg, *Risk and Stochastics in Life Insurance* (Lecture notes); P K Andersen, O Borgan, R D Gill & N Keiding, *Statistical Models Based on Counting Processes*; P Embrechts, C Kluppelberg & T Mikosch, *Modelling Extremal Events*.

Further material will be specified during the course.

Assessment: Three-hour written examination in ST.

ST432

Risk Theory II

This information is for the 2004/05 session.

Teachers responsible: Dr P Barriue, B603 and Dr T Rheinlander, B609

Availability: Primarily for MSc Risk and Stochastics.

Pre requisites: ST402 **Principles and Methods of Statistical Practice** and ST409 **Stochastic Processes** (or equivalent).

NB. Only two of the following half unit modules will run in any one academic year.

ST432.1: Reinsurance and Securitization : Core syllabus: This module treats broadly schemes for exchange of risk between insurers through reinsurance and coinsurance and between insurers and other agents in the financial market through securitization and other forms of alternative risk transfer. In view of the numerous innovations in the area, the course consists of a mainly descriptive part and a theoretical part based on selected papers from **scientific journals**.

Content: 1. Traditional reinsurance schemes (proportional, excess-loss, stop-loss, ECOMOR and others). Alternative Risk Transfer schemes developed within the insurance industry including finite reinsurance, structured financial guarantees, contingent capital and loss portfolio transfers. 2. Risk-Linked Securities schemes developed outside the insurance industry through securitization of catastrophe risk classes like earthquake, hurricane, and hailstorm. 3. Schemes developing in the capital markets calling for the assumption of default or credit risk by insurers, eg Asset Backed Securities (ABS) and Collateralized Debt Obligations (CDO).

ST432.6: Current Research Developments : Core syllabus: The aim of the course is to give a systematic account of the mathematical methods involved in incomplete markets theory (a market is incomplete if not every claim can be perfectly replicated, in practice every market is therefore incomplete), together with a detailed study of some very recent applications. **Content:** A tentative outline will be given below; the actual content may depend on suggestions from the students as well as on further developments in research.

1. Measure changes and filtrations: Lenglart's extension of Girsanov's theorem; Extremal martingale measures and the predictable representation property; Construction of arbitrage opportunities via an absolutely continuous, but not equivalent measure change (with applications eg to stochastic portfolio theory). 2. Exponential utility indifference pricing: Duality results related to exponential hedging; Minimal entropy martingale measure; Progressive enlargement of filtrations and investment benefits; Applications to unit-linked life insurance, stochastic volatility models, pricing of exotic options. 3. Completion of markets by trading in options: Discussion of convexity properties of option prices; Derivation of pricing PDE. 4. Illiquid markets: Discussion of the approaches of Frey, Cetin/Jarrow/Protter and Bank/Baum; Introduction to non-linear stochastic integration; Information advantage and enlargement of filtrations in this context. 5. Further Topics.

ST432.2: Bayes and Empirical Not available in 2004-5

Bayes Methods.

ST432.3: Stochastics Control. Not available in 2004-5

ST432.4: Extremal Events. Not available in 2004-5

ST432.5: Advanced Probabilistic Topics. Not available in 2004-5

Teaching: Lectures ST432.1: 20 LT

Seminars ST432.1: 10 LT

Seminars ST432.6: 30 LT.

Course work: ST432.6: Oral presentations by the students in the seminars.

Reading list: ST432.1: A complete reading list will be provided at the beginning of the course.

ST432.6: A script will be provided which covers the theoretical background necessary for an understanding of the course.

Assessment: Three-hour written examination in ST.

ST433 Half Unit

Risk Theory Project

This information is for the 2004/05 session.

Teacher responsible: Dr U Cetin, B608

Availability: MSc Risk and Stochastics.

Pre requisites: ST431 **Risk Theory I**.

Core syllabus: The project aims at developing the ability of students to apply the theory taught in lectured courses, to work independently on a research project, and to write a scholarly thesis.

Content: The project sets a scenario with the student playing the part of a consulting actuary who is to produce a report on some problem formulated in non-mathematical terms by a client. The report should meet the standards of a scholarly treatise: start with a description of the problem, define the purpose of the study and, with adequate references to related literature, proceed to theoretical deliberations, collection of relevant data, set up a suitable model, calibrate it with statistical methods, derive decisions within the model framework, and conclude with recommendations formulated in a language legible to the client.

Teaching: Seminars: five LT, five ST.

Written work: Thesis.

Reading list: N E Steenrod, P Halmos, M M Schiffer & J A Dieudonne, *How to write mathematics* (1973). Further material will be specified during the course.

Assessment: Students submit a written report, normally between 20 and 25 pages long (11pt, single-spaced) by 1 September.

ST450

Advanced Lectures on Special Topics in Statistics

This information is for the 2004/05 session.

Teacher responsible: To be announced

Seminar series. Please refer to Departmental web page for details.

www.lse.ac.uk/collections/statistics

ST499

Dissertation

This information is for the 2004/05 session.

Teacher responsible: Dr. Jeremy Penzer, B610

Availability: MSc Statistics (Research) only.

Core syllabus: Independent project work on a subject chosen by the student.

Assessment: Dissertation to be submitted mid-September (50 page limit).

RESEARCH

The information contained in this section is relevant to all MRes/PhD and MPhil/PhD programmes. This section should be read in conjunction with the General section, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Research Programmes (MPhil and PhD) _____	400
University of London Regulations for the Degrees of MPhil and PhD _____	402
Code of Practice for Research Students and their Supervisors _____	406
Research Programme Regulations: _____	411
MRes/PhD _____	411
MPhil/PhD _____	414
Research Course Guides _____	421

RESEARCH PROGRAMMES (MPHIL AND PHD)

Introduction

MPhil/PhD programmes are governed by the University of London Regulations for the degrees of MPhil and PhD and by the Code of Practice for Research Students and their Supervisors further on in this section.

All students are registered initially for the MPhil degree. If your progress is satisfactory you will be upgraded to PhD registration with full retrospective effect. The Code of Practice gives more information on this point.

Each department has its own arrangements and requirements in the form of attendance at seminars and classes for research students. These arrangements are set out in the departmental entries at the end of this section.

You must attend the School for the period set out in the regulations for your programme.

Duration of study

Minimum period of registration

The minimum period of registration is two academic years (six terms) for full-time students, and for part-time students two years (six terms) for the MPhil or three years (nine terms) for the PhD. The University may under certain conditions reduce the minimum period to one year for those coming to the School to continue research previously being done for a research degree elsewhere in the UK.

Maximum period of registration

The maximum period is six years (18 terms) for full-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full- and part-time. Extension to the maximum period will be allowed only in exceptional cases by permission of your department, the Dean of Graduate Studies and Chair of the Graduate Studies Subcommittee.

Continuous registration rule

You are required

- to remain in registration, to consult your supervisor regularly about your progress and to be subject to the School's regular progress-reporting system, whether in attendance at the School or not, for as long as you wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to the end of the minimum period of registration;
- to pay for the first year (ie three terms) thereafter fees at 75% of the appropriate full rate;
- to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the maximum period of registration has been met or the research is abandoned.

Residence outside London

Subject to the approval of your supervisor, the Doctoral Programme Director and the Dean, you may continue registration outside the London area and/or outside the UK for employment purposes, if the minimum period of registration has been completed and if your department is satisfied that you will maintain regular communication and make satisfactory progress. Any re-registration will be part-time.

Interrupting your studies

Please complete the *Interruption of Registration Form* available in the Student Services Centre. A maximum of two years interruption may be allowed. Exceptionally and subject to the approval of the Doctoral Programme Director, the Dean of Graduate Studies may allow a longer period. Periods of interruption do not count towards the minimum period of registration required by the University of London. No fees are charged for periods of interruption of registration.

The Leave of Absence Fee is at the same level as the Completion Fee.

Research students: you may spend time away, to consult original sources or to undertake fieldwork or for other reasons, only on leave of absence with the written permission of the supervisor and the Dean of Graduate Studies. While on leave of absence you pay to the School the leave of absence fee to maintain your registration. You are not issued with a Library card and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of Graduate Studies and the supervisor following an examination of the academic case for leave.

You may choose to pay full fees while on leave of absence.

Any period of leave of absence for which full fees are paid will count towards the minimum period of registration; otherwise it will not count. Students with awards from the ESRC will normally be counted as full-time students during periods of leave of absence, for which full fees will be charged.

Part-time registration

Part-time registration is intended only for those who need to spread their studies over a longer period because of outside commitments. Documentary evidence will be required before we can allow you to register as a part-time student. You will be eligible to register if you are in one or more of the following categories:

- employed or self-employed in London for at least 15 hours a week in normal office hours
- registered as unemployed and are over 25 years old
- retired from regular employment
- with children under school age or if you are the main carer for an elderly or disabled person
- a full-time member of staff of the School.

Evening or weekend work will not be considered sufficient to allow part-time registration.

If you wish to move from full-time to part-time registration you should not be refused on academic grounds if you meet the School's published requirements for being registered as a part-time student and if you have completed at least one year of study on a full-time basis.

A department may, if it wishes, refuse to admit part-time students.

Progress reports

The Student Services Centre will send you a progress report form in April to complete and pass to your supervisor. This form will usually be part of a formal departmental review of your progress that will include comments from teachers other than your own supervisor. After this review decisions are taken about whether you may re-register and/or registration upgraded to PhD.

Reports on progress to outside bodies

If your studies are being financed by an outside body we may be required by that body to give a report on your progress.

Collecting research data

You must ensure that your data collection conforms to the requirements set out below

Data protection law and the research student

The Data Protection Act requires public registration of all records of personal data on identifiable individuals. Where the material is held for research purposes, the individuals concerned are unlikely to have a right of access to such information; but control and use of the information is subject to legally-enforceable restrictions. If you hold, or think you are likely to hold, computerised information on individuals you should seek information and advice on registration, control and use of such records from Dr Ian Stephenson, Deputy Academic Registrar, (extension 7120 or email I.L.Stephenson@lse.ac.uk.)

Use of confidential material in theses

There is provision for access to a successful MPhil or PhD thesis to be restricted for a maximum of five years; but the University has made it clear that it sees dangers in basing a thesis on evidence which cannot be substantiated or tested by other researchers or which is given under conditions which render the thesis inaccessible to other researchers. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes and be based on evidence that can be checked. The University will therefore not accept applications to restrict access to a successful thesis based on the grounds that confidential material is included; nor will the University allow such applications for the protection of third-party holders of copyright. No thesis should be submitted in a form which will give rise to such a problem. The only possible exceptions are that work on the thesis began before January 1981, when this policy was clarified, or that confidential material was not originally expected to form part of the thesis, but subsequently became indispensable.

Collection of material outside the School

From time to time, students collecting research material outside the School unwittingly cause offence, perhaps by issuing too elaborate a questionnaire or by approaching people who have already spent a great deal of time helping other researchers. If you wish to issue a questionnaire or ask for unpublished information outside the School you must first secure your supervisor's approval. If you wish to use the School's address for this purpose, the text of any communication must be approved by your supervisor before it is sent.

Supervision and research training support

You will be assigned at least one supervisor who is a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Code of Practice for Research Students and their Supervisors sets out what you can reasonably expect from your supervisor.

Outside supervision

As a research student of the School it is expected that you will receive all your teaching and supervision at the School. In rare cases a student is admitted to the School on the basis of joint registration with another college or School of the University. The School does not normally allow research students to have supervision from outside the School. Exceptionally outside supervision can be approved when (a) your thesis takes you beyond the expertise of a member of the department such that additional, outside supervision is felt appropriate, or (b) your original supervisor has left the School and additional supervision is appropriate. Where an outside supervisor is appointed, it is expected that he or she will offer up to six supervisions a year and that the cost will be borne by the department.

Doctoral Programme Director

Every department and institute appoints a member of staff to act as Doctoral Programme Director. The Doctoral Programme Director can be expected to carry out the following functions in consultation, and in co-operation, with his or her colleagues:

- induction of new research students
- allocation, change and training of supervisors
- ensure that the progress monitoring procedures for all research students are properly carried out
- monitor submission rates in the department/institute
- development of appropriate research training
- act as an advocate for research students

Departmental facilities

Most departments have some special facilities available for the sole, or priority, use of research students. These include word-processing facilities, departmental libraries and common room facilities. Check with your own department what facilities are available and when.

See also section on the LIBRARY.

Research Training Support Grant and Fieldwork Grants

Each year the ESRC and EPSRC allocate the School a small sum of money for each student holding an ESRC or EPSRC research studentship to help support costs of their research training (eg purchase of equipment and materials, survey costs, remuneration of interpreters, etc). If you are funded by ESRC or EPSRC you should apply to your department for funds from the Research Training Support Grant.

Research degree examination

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate Studies Subcommittee. To do this you should complete the Thesis Title Approval Form available from the Student Services Centre.

Official entry form

You will then need to complete an official examination entry form available from the Student Services Centre. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. Your supervisor will be asked to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis, especially if it hoped to arrange the oral examination soon after the thesis is submitted. The signed entry form (and the requisite supporting forms) should be sent to the Student Services Centre so that it may be authorised and forwarded to the Research Degree Officer at the University (tel 020 7636 8000, ext 7018/7019). The Student Services Centre will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Practical arrangements for your examination

Once an entry form has been submitted, enquires about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Student Services Centre nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

Format and binding of thesis

Your thesis must be submitted in the approved format. Details about the format are available from the Student Services Centre. You are responsible for the costs involved in the production of your thesis to the correct format.

Typing and photocopying of thesis

Names of typists willing to type theses are sometimes advertised in *LSE News and Views*. Departmental Managers may also be able to make recommendations.

Re-submission of thesis

If your MPhil or PhD examination is not successful and you are required to re-submit the thesis after further work, there is an additional fee payable. For details on up to date charges please contact the Research Degrees Office at Senate House (020 7636 8000, ext 7018/7019).

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil¹ AND PhD

Candidates for the MPhil and PhD degrees are required to comply with any additional regulations prescribed by the College² of registration.

1. Admission and Registration

- 1.1 Application for admission to a course of study for the degree of MPhil or PhD should be made to the relevant College in accordance with the procedures prescribed by the College to which application is made.
- 1.2 Entrance requirements and any qualifying examinations are prescribed by the College to which application is made.
- 1.3 A candidate for a research degree will be registered initially for the MPhil degree except where the College has given permission for initial registration for the PhD degree in accordance with any circumstances identified in the College's admission and registration procedures.
- 1.4 A College may register for the MPhil or PhD degree, with exemption from part of the course of study, a person who has commenced elsewhere a relevant course of study for the MPhil or PhD degree or equivalent degree (see also paragraphs 3.5 and 4.3.1).

2. Transfer of Registration

- 2.1 A College may permit a student to transfer from a Postgraduate Taught degree to the MPhil degree, from the MPhil degree to the PhD degree or the PhD degree to the MPhil degree in accordance with the conditions specified by the College, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.
- 2.2 On transfer of registration, the registration for the original degree will lapse.

3. Attendance and Course of Study

- 3.1 Every student is required to pursue a regular course of study as prescribed by the College.
- 3.2 A College shall have a code of practice for supervisors and research students and appoint a supervisor for each of its students registered for the MPhil or PhD degree in accordance therewith.
- 3.3 The length of the course shall be determined for each student individually by the authorities of the College at which he/she is registered, but in no case shall it be less than laid down in paragraphs 3.4 and 3.5 below.
- 3.4 Save as otherwise prescribed in paragraph 3.6 below the **minimum** length of course for the degrees of MPhil and PhD shall be two calendar years of full-time study or the equivalent in part-time study.
- 3.5 A student accepted under paragraph 1.4 may be exempted by the College from part of a course of study for the MPhil or PhD degree of this University, provided that the course of study followed at this University is not less than one calendar year or its equivalent in part-time study.
- 3.6 Before a candidate is admitted to the examination for the degree, the College shall report that he/she has completed the course in accordance with the relevant regulations.

4. Requirements of a Thesis

4.1 Thesis for the PhD degree

- 4.1.1 The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.

4.1.2 The thesis shall:

- (a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree; [The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]
- (b) and form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
- (c) and be an integrated whole and present a coherent argument;
[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis. Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]
- (d) and give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they appear to the candidate to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study, (the candidate being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field;
- (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by the Subject Area Board in Humanities; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;
- (f) and not exceed 100,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations;
[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]
- (g) and include a full bibliography and references;
- (h) and demonstrate research skills relevant to the thesis being presented;
- (i) and be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).

- 4.1.3 In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may either (i) submit, as part of a thesis, a portfolio of substantial musical compositions or (ii) register to undertake original research in performance practice. Under (i) the portfolio of substantial musical compositions should show coherence and originality in invention and in the treatment of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

- 4.1.4 In the fields of Anthropology, Fine Art, Design and Media a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register for studio-based research/other audio-visual research. In the latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

- 4.1.5 In the field of Drama and Theatre Studies, a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

- 4.1.6 In the field of English, a candidate may register to undertake research leading to a thesis submitted in accordance with the normal

provisions. Alternatively, a candidate may submit, as part of a thesis, an original literary text written specifically for the degree. This text should show coherence and originality and attain a publishable standard, as determined by the examiners, who will include those qualified in academic research as well as in the professional practice of writing. This text shall form the basis for a commentary on its structure, its use of dramatic, narrative or poetic technique, its relation to other literary works, and an exposition of the aims and concerns that lay behind its composition. The commentary should make clear that the candidate is well acquainted with the history and contemporary developments of the genre in which he or she is working in the creative portion of the thesis, and the critical field associated with it, and is able independently to analyse, interpret and evaluate debates and theoretical positions associated with it.

4.2 Thesis for the MPhil degree

- 4.2.1 The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.

4.2.2 The thesis shall:

- (a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;
[The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]
- (b) and be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide evidence that the field has been surveyed thoroughly;
- (c) and be an integrated whole and present a coherent argument;
[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis. Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis. Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]
- (d) and give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings;
- (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;
- (f) and include a full bibliography and references;
- (g) and shall not exceed 60,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations.

[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]

- 4.2.3 In the field of Music a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may either (i) submit, as part of a thesis, a portfolio of compositions or (ii) register to undertake original research in performance practice. Under (i) the portfolio of compositions should show coherence and invention in a variety of extended structures and a good command of existing musical technique; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; and the portfolio should be accompanied by recordings of as many of the works as possible. Under (ii) the thesis may be supplemented by additional evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation (see paragraph 4.3.9 below).

- 4.2.4 In the fields of Anthropology, Fine Art, Design and Media a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register for studio-based research/other audio-visual research. In the latter case the thesis may include a portfolio, exhibition or other audio-visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation (see paragraph 4.3.9 below).

- 4.2.5 In the field of Drama and Theatre Studies, a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation (see paragraph 4.3.9 below).

- 4.2.6 In the field of English, a candidate may register to undertake research leading to a thesis submitted in accordance with the normal provisions. Alternatively, a candidate may submit, as part of a thesis, an original literary text written specifically for the degree. This text should show coherence and originality and attain a publishable standard, as determined by the examiners, who will include those qualified in academic research as well as in the professional practice of writing. This text shall form the basis for a commentary on its structure, its use of dramatic, narrative or poetic technique, its relation to other literary works, and an exposition of the aims and concerns that lay behind its composition. The commentary should make clear that the candidate is well acquainted with the history and contemporary developments of the genre in which he or she is working in the creative portion of the thesis, and the critical field associated with it, and is able independently to analyse, interpret and evaluate debates and theoretical positions associated with it.

4.3 Requirements applicable to Theses submitted for the Degrees of MPhil and PhD

- 4.3.1 The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted under paragraph 1.4 there shall be allowance for the fact that the student commenced his/her registration at another institution.
- 4.3.2 A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.
- 4.3.3 A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by the supervisor (see also paragraph 4.3.6).
- 4.3.4 A candidate must have the title of his/her thesis approved in accordance with the procedures specified by the College.
- 4.3.5 The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is determined by two or more examiners acting jointly.
- 4.3.6 A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also paragraph 4.3.3).
- 4.3.7 A thesis must be presented for examination in a final form in typescript or print and be bound in accordance with the instructions issued by the Academic Registrar of the University. (See <http://www.lon.ac.uk/Services/Academic/PHD/Regulations/regs.asp>)
- 4.3.8 A request for the thesis to be submitted in A3 format and/or printed on both sides shall be considered in accordance with procedures made by the College of registration and may be approved where there is demonstrable need.
- 4.3.9 The form of the retainable documentation submitted by a candidate who is undertaking practice/performance research in accordance with paragraphs 4.1.3 to 4.1.5 and 4.2.3 to 4.2.5 above shall be approved in accordance with the procedures mentioned in the above

paragraph.

- 4.3.10 After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Academic Registrar of the University, for lodging in the College/Institute/School of Advanced Study and University libraries, two copies of their theses, one hard-bound and one soft-bound, in accordance with the said instructions, if the copies of the theses submitted for examination do not conform with this specification.
- 4.3.11 Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided.

5. Entry to Examination and Submission of Thesis

- 5.1 A College shall submit a completed entry form for each of its candidates to the Academic Registrar of the University (see also paragraph 5.3).
- 5.2 A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.
- 5.3 The entry form may not be submitted to the University earlier than six months before the completion of the prescribed course and must be submitted at least **four months** before the submission of the thesis.
- 5.4 A candidate is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners.
- 5.5 If the candidate has not submitted his/her thesis for examination within 18 months (or such shorter period as shall be stipulated by the College) from the submission of the entry form for the examination, the entry will be cancelled unless for special reasons the candidate's College requests otherwise.
- 5.6 A candidate will be required to submit two copies of his/her thesis either typewritten or printed in accordance with instructions obtainable from the Academic Registrar (see paragraph 4.3.7 above). A candidate may be required to provide a third copy of his/her thesis if a third examiner is appointed at any stage in the examination process.
- 5.7 A candidate for the MPhil or PhD degree is required to bring to the oral examination a copy of his/her thesis paginated in the same way as the copies submitted to the University.

6. Availability of Theses

- 6.1 It is a requirement for the award of the degree that one copy of a successful thesis is placed in the library of the candidate's College and one copy in the University of London Library or the appropriate library of the School of Advanced Study¹. The College copy shall be the archival copy and shall be in hard-bound form.
- 6.2 Subject to paragraph 6.3 below, candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms: (a) I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library of the appropriate College and in the University of London Library and that, subject to the conditions set out in paragraph 6.2(d) below, my thesis be made available for public reference, inter-library loan and copying. (b) I authorise the College or University authorities as appropriate to supply a copy of the abstract of my thesis for inclusion in any published list of these offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
- (a) I authorise the College and the University of London Libraries or their designated agents to make a microform or digital copy of my thesis for the purposes of inter-library loan and the supply of copies.
- (b) I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis:
The copyright of this thesis rests with the author and no quotation from it or information derived from it may be published without the prior written consent of the author.
- (c) I authorise the College and/or the University of London to make a microform or digital copy of my thesis in due course as the archival copy for permanent retention in substitution for the original copy.
- (d) I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
- (e) I understand that in the event of my thesis not being approved by the examiners, this declaration will become void.
- 6.3 A candidate may apply to his/her College for restriction of access, for a period not exceeding two years, to his/her thesis and/or the abstract of the thesis on the grounds of commercial exploitation or patenting or in very exceptional circumstances and in accordance with the procedure adopted by the College for consideration of such applications.

7. Conduct of Examinations

7.1 General

- 7.1.1 Examiners will be appointed for each candidate in accordance with the Instructions for the Appointment of Examiners for the Degrees of MPhil and PhD for Internal and External Students, which are available from the Academic Registrar of the College or of the University (attached as an Annex to these Regulations).
- 7.1.2 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate's thesis until such time as any restrictions on access to the thesis, which have been granted by a College, are removed.
- 7.1.3 The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held - see paragraphs 7.3.3(c)(d) and 7.5.3(c)(d) below). Copies of the preliminary reports should be submitted to the Academic Registrar of the University together with the joint report. The preliminary reports will not normally be released to candidates but will be made available to the members of an appellate committee in the case of an appeal against the result of the examination for consideration at an appellate committee hearing. In such an event the preliminary reports will also be provided to the candidate. After any oral examination, a joint final report shall be prepared for submission to the University. The joint final report will be released routinely to candidates for their personal information. It will also be sent to the Head of the College at which the student was registered.
- 7.1.4 Each joint final report of the examiners shall indicate whether the thesis meets the requirements specified in paragraph 4.1 or 4.2 as appropriate and shall include a reasoned statement of the examiners' judgment of the candidate's performance.
- 7.1.5 Examiners have the right to make comments in confidence to the University in a separate report. Such comments should not normally be concerned with the performance of the candidate but may cover, for example, matters which they wish to draw to the attention of the candidate's College or of the University.
- 7.1.6 The supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination of his/her MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
- 7.1.7 The oral examination must normally be conducted in London. The University may, however, exceptionally agree that the examination be conducted elsewhere if there are circumstances which make this expedient.
- 7.1.8 The examiners may, at their discretion, consult the supervisor before completing their report, particularly if they have doubts relating to the appropriate decision to be made.

7.2 Method of Examination for the PhD degree

- 7.2.1 Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in section 7.3 below.

7.3 Conduct of PhD Examination

- 7.3.1 Except as provided in paragraphs 7.3.3(c) and 7.3.3(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.

- 7.3.2 Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 5.7 above.

7.3.3 There are seven options open to examiners in determining the result of the examination as follows:

- (a) if the thesis fulfils the criteria (set out in paragraph 4.1.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the PhD degree.
- (b) if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
- (d) if the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 7.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
- (e) if the thesis satisfies the criteria for the degree, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 18 months.
- (f) if, after completion of the examination including the oral examination or re-examination for the PhD degree, the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they shall consider whether the thesis does or might be able to satisfy the criteria for the award of the MPhil degree. If they so decide, the examiners shall submit a report which demonstrates either (a) how the criteria for the MPhil degree are satisfied, or (b) what action would need to be taken in order for these criteria to be satisfied.

Thereafter the following conditions and procedures will apply:

Either

- (i) the candidate will be informed that he/she has been unsuccessful at the examination for the PhD degree, but that his/her examiners have indicated that he/she has reached the standard required for the award of the MPhil degree or with minor amendments to his/her thesis he/she will satisfy the criteria for the degree, and that he/she may be considered for the award of the MPhil degree if he/she indicates within two months that he/she wishes to be so considered. Any minor amendments required shall be made within three months and the amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (ii) a candidate who indicates that he/she wishes to be considered for the award of the MPhil degree under this Regulation will not be required to submit the thesis, as may be required under the Regulations for the MPhil degree or to undergo an oral examination thereon, but will be required to fulfil the requirements for the MPhil examination in all other respects including (if applicable) the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy. In the latter case, the candidate will be informed that he/she must satisfy the examiners in the prescribed written papers and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.
- (iii) a candidate who has reached the standard for the award of the MPhil degree who does not indicate that he/she wishes to be considered for the award of that degree within the period given in paragraph (i) above will be informed that he/she has failed to satisfy the examiners for the PhD degree and that he/she may no longer be considered for the award of the MPhil degree.

or

- (iv) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to enter the examination for the MPhil degree and re-present his/her thesis in a revised form within 12 months. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under these regulations has been permitted to re-present it in a revised form.
- (g) The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

- 7.3.4 If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Senate, who shall determine the action to be taken.

- 7.3.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. A candidate may however apply to a College to register for another course of study leading to the submission of a thesis on a different topic.

7.4 Method of Examination for the MPhil degree

- 7.4.1 Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in section 7.5 below.

7.5 Conduct of MPhil Examination

- 7.5.1 Except as provided in paragraphs 7.5.3(c) and 7.5.3(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 7.5.2 Candidates are required to present themselves for oral, written and/or practical examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 5.7 above.
- 7.5.3 There are six options open to examiners in determining the result of the examination as follows:
- (a) if the thesis fulfils the criteria (set out in paragraph 4.2.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the degree of MPhil.
- (b) if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within three months amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 12 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
- (d) if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 7.5.2, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 12 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
- (e) if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.
- (f) the examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.

- 7.5.4 If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Senate, who shall determine the action to be taken.
- 7.5.5 A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination. A candidate may however apply to a College to register for another course of study leading to the submission of a thesis on a different topic.

8. Notification of Results of MPhil and PhD Examinations

- 8.1 After the examiners have reached a decision, the candidate shall be notified by the Academic Registrar of the University of the result of his/her examination. The degree shall not be awarded until two copies of the successful thesis, bound in the appropriate formats, have been lodged with the Academic Registrar of the University (see paragraph 4.3.10).
- 8.2 A diploma under the seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.
- 8.3 The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of the College at the date of issue.

9. General

- 9.1 Communications sent from the University to an individual student must be regarded as applying to that student only.
- 9.2 Except insofar as paragraph 4.3.3. applies, the work in the thesis submitted by the candidate must be his/her own and submission of a thesis for examination for the MPhil or PhD degree will be regarded as a declaration of this fact.
- 9.3 All work submitted as part of the requirements for any examination of the University of London must be expressed in the candidate's own words and incorporate his/her own ideas and judgments. Plagiarism is the presentation of another person's thoughts or words as though they were the candidate's own and is an examination offence. Direct quotations from the published or unpublished work of another must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism as much as does a single unacknowledged long quotation from a single source. Equally, if another person's ideas or judgments are summarised, the candidate must refer to that person in his/her text, and include the work to which reference is made in the bibliography.
- 9.4 Allegations of plagiarism will be considered under the Regulations for Proceedings in respect of Examination Offences by Candidates for University Awards, as will any other allegations of examination misconduct, including, but not limited to:
- 9.4.1 deliberate attempts to represent falsely or unfairly the ideas or work of others;
- 9.4.2 the invention or fabrication of data;
- 9.4.3 the submission of work commissioned from another person.
- The Regulations for Proceedings in respect of Examination Offences by Candidates for University Awards are available from the Academic Registrar of the University (http://www.lon.ac.uk/documents/censec/Ordinance_015_regulations_para_12.pdf).
- 9.5 If a candidate has entered the examination for the MPhil or PhD degree, but the authorities of a College, or of a Central Activity, or of the University Library, or the University Accountant notify the Academic Registrar of the University that he/she has not settled with them or made acceptable arrangements to settle any account outstanding, no report will be made on the result of the examination until the same authority certifies that payment has been made in full.
- 9.6 The University has approved a Procedure for Consideration of Appeals by Candidates for Research Degrees, which is available from the Academic Registrar of the University. An application under the Procedure must be made within two months of notification of the result of the examination to the candidate (see <http://www.lon.ac.uk/Services/Academic/PhD/Regulations/regs.asp>).

Notes

1. Other than the MPhil degree in Philosophy, for which there are separate Regulations.
2. 'College' also includes, for the purposes of these regulations, the University of London Institute in Paris, the Marine Biological Station Millport and the School of Advanced Study.
3. Provided that where, in the opinion of the College of registration, the thesis includes material that is of significance for national security, arrangements may be made, with the agreement of the graduate concerned, so that the copies of the thesis placed in the public domain may have certain parts excised from them; in such cases the copies of the thesis placed in the public domain shall include an accompanying statement indicating by whom and at what location the full thesis on which the award was made may be consulted.
4. In reporting they shall have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but shall have discretion to waive the thesis length for the MPhil degree if appropriate.

CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

Please note, for the purpose of this document, reference to 'Departments' includes Institutes and to 'Conveners' includes Directors of Institutes.

Introduction

1. This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It may be supplemented by separate departmental or institute codes and guidelines covering specific departmental practice.
2. Regulations governing the registration, attendance and examination of students are published annually in the School *Calendar*. Students and their supervisors should acquaint themselves with these regulations. Different regulations are in force for students who commenced their registration before October 1989 and before October 1993. Information on these is supplied to the students affected on request.
3. The University of London regulations for the degrees of MPhil and PhD define the requirements of the MPhil and PhD thesis and these are published annually in the *Graduate Handbook*.
4. The School's requirements on attendance and registration are published annually in the *Graduate Handbook*.

Preamble

The establishment of a harmonious relationship between a research student and his or her supervisor is of utmost importance to both people. Such harmony can only be established and maintained if both participants understand each other's concerns, treat each other with courtesy and are agreed on what constitutes the code and conventions on which such courtesy should be based. The job of supervision is not a chore. It is a way in which supervisors improve their own understanding of the field in which they are working and widen their knowledge of it far beyond the limits they could hope to attain by their own research. For a research student, the supervisor's advice is essential both to guide the student past the traps, morasses and pitfalls which lie in wait everywhere for the inexperienced researcher, and to provide advice and moral support in those periods of self doubt and frustration which affect all but the most brilliant or the most insensitive of researchers in their first venture into the uncertain lands of original research. The work a student does for a research degree is an exercise in intellectual exploration and development within which training in research techniques takes place. These techniques are designed to tackle new material, develop new ideas or test out new research methods. The training can only be effective if the student is tackling some issue or question no-one has successfully tackled before. There can be no exercise in learning research techniques if the student is simply to traverse ground already explored, simply following in already well-trodden paths. If the answers are already known, the process by which the

student learns to frame his or her new questions is just make-believe.

A student's first venture into original research is for the student a learning experience of the utmost importance. To the supervisor it may represent only the filling in of a small but missing part of a large jigsaw. The student knows of nothing in his or her academic career which is of comparable importance - to the student.

What has to be understood is that when a supervisor accepts a student, whatever the formal rules may be, both have entered into an implied moral contract which lasts until one of the three, supervisor, student or research undertaking, expires. There is some watch kept by the School and the departmental Convener or institute director on the relationship between student and supervisor. If this relationship breaks down there are procedures by which it can be repaired, if repair is possible, or a substitute found, if that is possible. To prevent such breakdown happening, there should be understanding, from the inception of the relationship, of the conventions by which it is to operate. What follows is an attempt to spell out these conventions for the benefit both of the supervisor and the research student.

Obligations and responsibilities of research students

5. By the end of the first year (the first eighteen months in the case of part-time students) (subject to specific, published departmental practices which may, because of the nature of the subject, vary from this model) the student should have defined the area of research, become acquainted with the background knowledge required, including research skills, completed a literature review and have a framework for the future progress of the research with a timetable for the next two or three years (three or four years in the case of part-time students). The student should have produced a substantial amount of written work, even if only in draft form. 'Substantial' should be defined by the supervisor or department at the outset.

6. Students should submit written work regularly to their supervisors.

7. Students should take note of the guidance and feedback from their supervisors.

8. Students should produce all material in typed or word-processed form.

9. Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.

10. Students wishing to issue questionnaires must first secure their supervisor's approval, and, if they wish to use the School's address for this purpose, the text of any communication must be approved by the supervisor before it is sent.

11. Students should not base their research on confidential material which would thereby make the thesis inaccessible. Under University Regulations, theses should be available for teaching and study purposes and be based on evidence that can be checked. Exceptionally an application may be made for restriction of access for a maximum of two years.

12. It is the student's responsibility to seek out the supervisor; any serious problems a student has with the supervisor, including those of access, should, in the first instance, be taken up by the student with the supervisor at the time.

13. If a student cannot resolve these problems with his or her supervisor an approach might then be made by the student to the department's Doctoral Programme Director, the Convener of the Department or the Director of the Institute.

14. If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of Graduate Studies who will attempt to resolve the problem.

15. Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline.

16. Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Student Services Centre on an annual basis.

Obligations and responsibilities of supervisors

17. The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.

18. There should be regular meetings between student and supervisor. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter. It is usually advisable to arrange the time of the next meeting at the end of each supervision session.

19. Supervision sessions will naturally vary in length but on average they should last for at least one hour. It is desirable that they should be largely uninterrupted by telephone calls, personal callers or departmental business.

20. A student should be given some response on written work, either orally or in writing, within one month of it being given to the supervisor. If, because the written work is very long or because of other pressing demands on time, it is unlikely that the supervisor will be able to respond to the student's work within the month, the supervisor should indicate this to the student and give a time when a response will be made.

21. If the student has an urgent problem the supervisor should deal with the matter over the telephone or arrange a meeting at short notice.

22. The supervisor should assist new students to plan their time and draw up a framework within which the research is to progress. The plan should mark out the stages which a student will be expected to have completed at various points in the research period. This framework is equally important for second and subsequent year students, but the responsibility is on students to have their own programme of topics that they would like to discuss with the supervisor. The supervisor should be aware of the requirement of some funding bodies that continuation of funding past the first year can be contingent upon a successful upgrade from MPhil to PhD and should help students with such awards to plan their work accordingly.

23. For continuing students the supervisor should advise whether the research can feasibly be completed in the recommended period and whether a more realistic project should be attempted.

24. Research students are normally eligible to attend any course of lectures run by the School or the University (there are some exceptions in the case of self-financing institutes or other colleges of the University for which additional fees may be payable). Supervisors should advise which courses may complement their field of research.

25. The supervisor and the department should be responsible for introducing the student to the wider research community within LSE and outside the School. The supervisor should take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field. The supervisor should give advice on publication and put the student in touch with publishers where appropriate.

26. The supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Subject Area Board of the University of London, for arranging a mutually convenient date between the two examiners and the student for the viva. There should be no unreasonable delay in examining a thesis once it has been submitted to the University. Three months is a reasonable maximum in most circumstances.

(see paragraph 54).

Responsibilities of the Convener and Doctoral Programme Director

27. The Convener is responsible for ensuring that a member of staff is appointed as Doctoral Programme Director for the department.

28. The Doctoral Programme Director has the following specific responsibilities:

- (a) ensuring the induction of new research students
- (b) allocation, change and training of supervisors
- (c) ensuring that progress monitoring procedures for all research students are properly carried out
- (d) monitoring submission rates in the department
- (e) developing appropriate research training
- (f) acting as an advocate for research students in the department

29. The Doctoral Programme Director should ensure the following:

- (a) that no student is allocated to a supervisor who has an insufficient knowledge of the student's area of research and/or theoretical approach to be applied.
- (b) that all research students have supervisors who are current members of academic staff of the School. Members of staff on sabbatical or other leave and retired members of staff may not act as the lead supervisor for a research student; every research student should be entitled to supervision from a full-time member of the academic staff. If staff who are on leave or who retire wish to retain their supervisory responsibilities the Doctoral Programme Director must ensure that the student has, in addition, a supervisor from the full-time academic staff of the School.
- (c) that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
- (d) that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
- (e) that supervisors have the training and support they require to undertake effective supervision. This support might include recommending a supervisor to attend various training courses, conferences and seminars; teaching relief; and adjustment of other departmental responsibilities to take account of the supervisory load. The appraisal system might be used to identify training needs but the Doctoral Programme Director should also consider reviewing supervisors' responsibilities on an annual basis.

30. In cases where a supervisor is criticised for poor supervision the Convener should discuss the complaint with the supervisor and, where appropriate, either recommend training or, if necessary, give other duties instead of supervision.

31. In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate Studies Subcommittee will have the responsibilities set out in paragraph 30.

Research training and support

32. All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration Information Technology Services should be asked to advise on suitable training.

33. All students should have training in appropriate research methods.

34. Each department should establish, where appropriate, a collective research training programme for its students.

35. Each department should, where appropriate, arrange regular seminars for students which all students will normally be expected to attend and participate in on a regular basis. In the first year of a student's study these might concentrate on research methods. In subsequent years of study seminars should allow the opportunity for students to present and discuss their own work.

Departmental procedures

Allocation and change of supervisor

36. Supervisors are normally assigned to students at the time an offer of admission is made. Every student should be entitled to supervision from a full-time member of the academic staff of the School (see also paragraph 29b).

37. The School cannot guarantee that students will be able to work with any particular teacher they want, or that they will have the same supervisor throughout their period of study at the School. Nor can the School guarantee to provide supervision for a student whose thesis topic has gone beyond the subject area on which the student was admitted to the School.

38. If the initial allocation of supervisor turns out to be inappropriate, a change of supervisor may be effected through the Doctoral Programme Director or Convener on the initiative of the student or supervisor, preferably, but not exclusively, in the first year.

Progress reviews

39. Each department should communicate in writing to all its students what expectations it has for students' progress; the specific departmental review procedure; and the timetable for upgrading to PhD where appropriate.

40. A student's progress should be the subject of a major review by the department or institute sometime in the first fifteen months of registration for full-time students and by the end of the second year for part-time students.

41. This review must involve at least one member of the academic staff other than the supervisor. Progress will be reviewed on the basis of the literature review or another substantial area of the research. The reviewers must have the opportunity of reading this work in good time before the review meeting.

42. Each department or institute should inform the Student Services Centre, on the basis of a pre-circulated form, no later than the end of July each year, the names of those students who may not re-register.

Procedure for upgrading to PhD

43. It is the normal expectation that the decision to upgrade a student to PhD will be made either at the first major review (see paragraph 40) or by the end of the second year of registration.

44. If a student is not upgraded the case should be reviewed at the end of a further six months for a final decision.

Appeal

45. If, as part of the progress review or upgrading review, a decision is made not to allow re-registration or upgrade to PhD, the department or institute must inform the student in writing of its decision and the reasons for that decision.

46. Within three months of the decision not to allow registration or three months of the final decision not to upgrade to PhD (see paragraph 44) a student may appeal against the decision to the Academic Registrar. The student should prepare a written statement of the grounds for the appeal which may be procedural or substantive. In the first instance, this statement should be submitted to the Academic Registrar who will ask the Dean of Graduate Studies to determine whether there is a *prima facie* case. If the Dean determines that there is no *prima facie* case, the student will be notified by the Academic Registrar in writing.

47. Where the Dean determines that there is a *prima facie* case, the Academic Registrar will convene an Appeal Panel comprising the Chair of the Graduate Studies Subcommittee and two members of the Committee chosen by lot. If the student belongs to the Chair's Department, the Chair will nominate another member of the Committee as a substitute.

48. Where the Dean has determined that there is no *prima facie* case, the student must inform the Academic Registrar in writing within fourteen days if he or she wishes to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above.

49. The student's original statement and the Dean's determination will be available to the Panel. The student will be free at this stage to introduce grounds additional to those contained in the original statement. The Panel will take evidence from all relevant parties in the presence of all the parties. The Dean may give evidence to the Panel, but will not take part in its deliberations.

50. The decision of the Panel will be final, and will be communicated in writing to the student and to the Department within seven days from the hearing of the appeal.

51. If an appeal against re-registration is unsuccessful the student will not be allowed to re-register at any time for the same MPhil/PhD project. Registration for a new topic will be subject to the normal admissions procedures.

52. If an appeal against upgrade is unsuccessful the student may only submit his or her thesis for the MPhil.

Procedures for completion (defined as submission of thesis)

53. After the formal review of a student's progress by the end of the third year (by the end of the fourth year for part-time students) the review panel should consider when the student might be ready to submit the thesis. It is advisable to begin planning for completion at least a year before the proposed date of submission. The supervisor should agree a timetable for completion which should include ensuring the thesis title is approved and the examination entry made. A series of meetings between supervisor and student to the point of submission should also be established at this stage.

54. The procedures for examination entry are published annually in the *Graduate Handbook*.

55. A student is eligible to submit a thesis for examination after the minimum registration period has been met. It is advisable to secure the supervisor's advice on the timing of submission but the supervisor's approval does not form part of the examination entry procedure. The supervisor's approval does not constitute any guarantee that the submission of a thesis will result in the award of a degree.

Referral

56. In cases where a thesis is referred for re-presentation in revised form the Doctoral Programme Director should be apprised of the situation and the student invited to discuss his or her position with the Doctoral Programme Director and supervisor. Provided the student has registered, or is willing to re-register, the supervisor should continue supervision until the thesis is re-presented unless there are difficulties between supervisor and student, in which case the Doctoral Programme Director should arrange alternative supervision.

Formal channels of communication between research students and staff

57. Each department or institute should make provision for a Staff-Research Student Committee (unless the department/sub-department is small enough to enable informal and formal meetings between staff and students to take place with ease) and facilitate the establishment of a forum in which research students might meet each other informally.

58. The staff-student committee should meet at least once a term to discuss issues of relevance and interest to research students and their supervisors.

59. Each department should appoint a Doctoral Programme Director (see paragraph 28).

Revised June 2002

MRes PhD Programme Regulations

Key to MRes/PhD Regulations (H) means a half-unit course

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. MI4M1 *Foundations of Social Research 1* and MI4M2 *Foundations of Social Research 2* contain modules in quantitative and qualitative analysis and are required for the ESRC 1+3 scheme. In addition the Institute offers courses in study skills and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees.

MRes/PhD Economics

The PhD Programme in Economics aims at the highest international standard of research achievement and professional competence; graduates gain employment in all areas requiring economists. The Economic Department places great emphasis on the PhD Programme; the intellectual climate created by a substantial number of able and enthusiastic students, along with the input of an encouraging and skilled staff are the most important assets of the Programme. Most students have the opportunity to do some teaching within the Department and many are affiliated to one of the economics-related research centres such as the Financial Markets Group, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance.

The MRes/PhD programme is offered in twin-track formats. Track 1 is a four year programme aimed at students graduating with a first class undergraduate degree in economics. Track 2 is a three year programme for students who have already completed courses equivalent to the first year of Track 1 and demonstrated exceptional performance.

Track 1:

The Programme begins in September with an Introductory Course to ensure that students have the essential background for the first year of teaching. In the first year, students are required to take advanced core courses in microeconomics, macroeconomics and econometrics. In the second year, students take two field courses and write a 15,000-word research paper related to their designated major field. Students are required to attend a Methodology Institute course 'Introduction to Study for the MPhil and PhD' and are strongly encouraged to take advantage of other PhD-level training provided by the Institute. From the second year onwards, students are also required to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar.

Students who pass the three core courses, two field courses and the research paper will be awarded an MRes degree. In order to progress to the PhD, students must achieve marks of 60 or more in each of the MRes exams and in the research paper.

In subsequent years, students registered for the PhD are expected to work on their research and to complete their PhD thesis within a further two years. Students must have a detailed research proposal approved and signed by their supervisor by the end of the Michaelmas Term of their third year. Students continue to attend the relevant EC501 Work in Progress Seminar, where they present their research, and also to attend the weekly Departmental seminar series closest to their major field.

Track 2:

In the first year, students take three courses drawn from the list of core and field courses available on the MRes, (selection dependent on previous postgraduate study), and write a 15,000 word research paper. Students are required to attend a Methodology Institute course 'Introduction to Study for the MPhil and PhD' and are strongly encouraged to take advantage of other PhD-level training provided by the Institute. Students are also required to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar. Students who pass the three courses and the research paper will be awarded an MRes degree. In order to progress to the PhD, students must achieve marks of 60 or more in each of the MRes exams and the research paper.

In subsequent years, students registered for the PhD are expected to work on their research and to complete their PhD thesis within a further two years. Students must have a detailed research proposal approved and signed by their supervisor by the end of the Michaelmas Term of their third year. Students continue to attend the relevant EC501 Work in

Progress Seminar, where they present their research, and also to attend the weekly Departmental seminar series closest to their major field. The programme is offered in twin-track format and is divided into two parts: (A) Taught courses examined by unseen written examination, leading to an MRes in Economics and (B) Research and writing of a doctoral thesis.

Track 1 (Entry to the programme without appropriate postgraduate qualification in Economics). *Students are required to attend EC400, the September Introductory Course before the start of the year.*

First year of Track 1

1. EC441 Advanced Microeconomics
2. EC442 Advanced Macroeconomics
3. EC443 Advanced Econometrics

Second year of Track 1

4. MIS11 Introduction to Study for the MPhil and PhD
 - 5 & 6: Two courses from:
 - EC505 Macroeconomic Theory for Research Students
 - EC510 International Economics for Research Students
 - EC511 Labour Economics for Research Students
 - EC512 Monetary Economics for Research Students
 - EC513 Public Economics for Research Students
 - EC514 Economics of Industry for Research Students
 - EC515 Development & Growth for Research Students
 - EC516 Contracts and Organisations for Research Students
 - EC517 Advanced Microeconomic Theory for Research Students
 - EC518 Topics in Advanced Econometrics for Research Students
 - AC502 Topics in Financial Markets or AC503 Advanced Topics in Corporate Finance and Intermediation
 7. EC599 Research Paper in Economics
 8. EC501 Work in Progress Seminars
- In addition, students will be required to attend the weekly Departmental seminar series closest to their major field

Subsequent Years (PhD registration)

Research and writing of thesis. Attendance at the relevant EC501 Work in Progress Seminar and the Departmental seminar series closest to the student's field is required.

Track 2 (Entry to the programme with an appropriate postgraduate qualification in Economics). *Students may be required to attend EC400, the September Introductory Course before the start of the first year.*

- 1, 2 & 3: With the agreement of the PhD programme Director, three from:
 - EC441 Advanced Microeconomics
 - EC442 Advanced Macroeconomics
 - EC443 Advanced Econometrics
 - EC505 Macroeconomic Theory for Research Students
 - EC510 International Economics for Research Students
 - EC511 Labour Economics for Research Students
 - EC512 Monetary Economics for Research Students
 - EC513 Public Economics for Research Students
 - EC514 Economics of Industry for Research Students
 - EC515 Development & Growth for Research Students
 - EC516 Contracts and Organisations for Research Students
 - EC517 Advanced Microeconomic Theory for Research Students
 - EC518 Topics in Advanced Econometrics for Research Students
 - AC502 Topics in Financial Markets
 - AC503 Advanced Topics in Corporate Finance and Intermediation
 4. MIS11 Introduction to Study for the MPhil and PhD
 5. EC599 Research Paper in Economics
 6. EC501 Work in Progress Seminars
- In addition, students will be required to attend the weekly Departmental seminar series closest to their major field

Subsequent Years (PhD registration)

Research and writing of thesis. Attendance at the relevant EC501 Work in Progress Seminar and the Departmental seminar series closest to the student's field is required.

Award of the MRes in Economics

Track 1 students are required to achieve a pass mark of 50 in papers 1, 2, 3, 5, 6 & 7. The examiners may decide under certain conditions to condone a failure if there is strength elsewhere. A student failing a paper will be allowed to resit that paper on one occasion only. A student failing

a single core paper at the end of the first year may, with the permission of the examiners, proceed to the second year of the programme and retake the paper at the end of the second year.

Track 2 students are required to achieve a pass mark of 50 in papers 1, 2, 3 & 5. The examiners may decide under certain conditions to condone a failure if there is strength elsewhere. The selection of papers will be made at the time of admission, to take account of subjects that the student has already studied at postgraduate level. A student failing a paper will be allowed to resit that paper on one occasion only.

Progression to PhD registration

In order to progress to PhD registration, marks of 60 or more must be achieved in all of the MRes papers. A student who passes an MRes paper but fails to achieve the progression standard may be permitted to retake the paper on one occasion only.

Award of the PhD in Economics

Award of the PhD is dependent on the completion and defence of an original research thesis according to the rules of the University of London.

MRes/PhD Political Science

Introduction

In 2002 the Government Department at LSE in a departure from the traditional 'thesis only' manner of doing doctoral work in most of Europe, introduced an exciting new PhD Programme in Political Science that combines rigorous training with specialised research.

Traditionally, doctoral students in most European departments spend several years working almost exclusively on their own research topics. The MRes/PhD is designed to provide a different experience, with a more structured teaching programme, more collective and collaborative working, a broader training as a well-rounded political science professional, and a systematic emphasis on research design and methodology, including quantitative techniques.

The central aim of the new LSE PhD is to help produce a new generation of political scientists who upon graduation will immediately be qualified to accept leading positions in their professions. Graduates will be carefully trained and widely read - indeed they will be able to interpret, evaluate, and use research results across a broad spectrum of topics, well beyond the actual content of their own specialisation.

The programme has 2 different entry tracks. For most students the PhD in Political Science will take four years to complete (*Track 1 entry*). Those entering under Track 2 are exempt from the first year of taught courses so completion, of the PhD part of the programme, usually takes three years. In the first two years (*under track 1, or the first year under track 2*) participants will be engaged in very intensive study covering 'foundation' courses, 'skills and methods' training, and 'specialisation' courses chosen from among the major fields in political science (Political Theory; Comparative Politics; European Politics; Public Policy). Each student will choose a 'Major' and 'Minor' from these fields and take several courses in each. Following successful completion of these 'taught' elements and approval of the dissertation topic and prospectus, students will proceed in Years 3 and 4 to work primarily on their PhD dissertation, with the advantage that they have now been properly trained to do so. The detailed structure and regulations of the new programme can be found below.

Programme structure

The programme is divided into two parts:

1. Taught courses examined by unseen written examination, leading to the MRes in Political Science (two years of coursework for Track 1; one year for Track 2). Students choose a 'Major' and 'Minor' specialisation from the Government Department's MSc programmes: Comparative Politics, European Politics and Governance, Public Policy, and Political Theory.
2. Research and writing of a doctoral thesis.

Entry requirements and programme track

The entry requirement determines the track followed by successful applicants. For entry onto either track, candidates should have a good honours degree in political science or a CLOSELY related discipline (eg Sociology or Economics). Track 1 students fulfil the entry requirements for a Master's degree and follow the 2+2 structure laid out below. Track 2 involves an exemption from the first year of taught courses and will only be recommended by the course convenors if, in their judgment, a student already has appropriate prior training in quantitative methods and has already completed an MA or MSc in Political Science. Upgrade to the PhD depends on successful completion of the MRes in either track.

In addition to the documents required by LSE admissions, all applications should include:-

- LSE application form
- Curriculum Vitae (CV or resume)

- Short statement of why you want to do the MRes/PhD
- An outline of the PhD research that you intend to conduct (motivation, research questions, approach, methods etc. in no more than 4-5 pages of text.)

Please note: Track 1 is the normal route of entry.

Programme structure (2004/2005)

Track 1

For entry to the programme without an appropriate MA or MSc in Political Science or if the candidate does not have prior quantitative methods of the required standard.

First year of track 1

A First draft of the Research Prospectus, to be submitted on 1st September (not to exceed 10,000 words)

B Six taught courses

Two 'foundation' courses:

1 GV505 Foundations of Political Inquiry (2nd term)

2 GV481 Public Choice and Public Policy I: Introduction (1st term)

Two 'skills' courses:

3 One of the following:
MI451 Quantitative Analysis 1 (1st term) (compulsory if no prior statistics)
MI452 Quantitative Analysis 2 (1st term)

4 One of the following:
MI452 Quantitative Analysis 2 (2nd term) (compulsory if MI411 taken under 3)
MI455 Quantitative Analysis 3 (2nd term)

Another advanced-level course on statistics or econometrics taught in the Methodology Institute or elsewhere in the School (with the approval of the Programme Convenor)

Two 'specialisation' courses:

- 5 One of the following - a 'core course' in the Major specialisation:
Comparative Politics:
GV467 Introduction to Comparative Politics (1st term)
European Politics and Governance:
GV450 European Politics: Comparative Analysis (1st term) (H)
IR430 History and Theory of European Integration (1st term)
Public Policy and Administration:
GV480 Introduction to Comparative Public Administration (1st term) (H)
GV477 Comparative Public Policy Change (2nd term) (H)
Political Theory:
GV408 Contemporary Disputes about Justice (1st term) (H)
- 6 Any course taught in the second term listed in the MSc programme of the Major specialisation.

Second year of track 1

A Final version of the Research Prospectus, to be submitted on 1st September (not to exceed 10,000 words)

B Five taught courses

One 'skills' course:

1 A qualitative or quantitative methods course taught in the Methodology Institute or elsewhere in the School, or a language course.

Four 'specialisation' courses:

2 The core course listed under 'First Year - S', from the Minor specialisation

3 A course listed in the MSc programme Major specialisation

4 A course listed in the MSc programme Minor specialisation, which is not listed in the MSc programme of the Major specialisation

5 A course taught in the Government Department or elsewhere in the School (with the approval of the Programme Convenors)

C Attend the following non-examined workshop:
GV500 Doctoral Programme Seminar (1st term only)

D Attend the following non-examined professional training courses:

Third and fourth years of Track 1 (if upgraded to PhD)

Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research Workshops during the Third and Fourth Years (including Workshops attended in the previous year).

The progress of each student will be reviewed at the end of each year.

Track 2

For entry to the programme with an appropriate MA or MSc in Political Science with appropriate prior methods training, the focus of which becomes the candidates' Major subject for the MRes/PhD in Political Science.

Important note: if a place is offered there is no automatic right of entry to Track 2; entry to Track 2 is based on an assessment of candidates' prior

training and will be decided by the MRes/PhD programme convenors.

First year of track 2

A The Research Prospectus, to be submitted on 1st September (not to exceed 10,000 words)

B Five taught courses

Two 'foundation' courses:

1 GV505 Foundations of Political Inquiry (H) (2nd term)

2 GV481 Public Choice and Public Policy I: Introduction (H) (1st term) (or any course listed in the MSc programme of the Minor or Major subject if GV481 or a similar course taken in the MSc/MA)

One 'skills' course:

3 One of the following:

MI452 Quantitative Analysis 2 (1st or 2nd term)

MI455 Quantitative Analysis 3 (2nd term)

Another advanced-level course on statistics or econometrics taught in the Methodology Institute or elsewhere in the School, if MI452 already taken (with the approval of the Programme Convenor)

Two 'specialisation' courses, or one 'specialisation' course and one 'skills' course:

4 One of the following - a 'core' course in the Minor specialisation:

Comparative Politics:

GV467 Introduction to Comparative Politics (1st term) (H)

European Politics and Governance:

GV450 European Politics: Comparative Analysis (1st term) (H)

IR430 History and Theory of European Integration (1st term)

Public Policy and Administration:

GV480 Introduction to Comparative Public Administration (1st term) (H)

GV477 Comparative Public Policy Change (2nd term) (H)

Political Theory:

GV408 Contemporary Disputes about Justice (1st term) (H)

5 One of the following:

Any advanced methods course taught anywhere in the school

Any course listed in the MSc programme of the Major or Minor specialisation

C Attend the following non-examined workshop

GV500 Doctoral Programme Seminar (1st term only)

D Attend the following non-examined professional training courses:

Teaching Induction Course

H means a Half-Unit Course.

Second and third years of Track 2 (if upgraded to PhD)

Research and Writing Dissertation. The candidate is required to attend at least one of the PhD Research workshops during the Second and Third years (including workshops attended in the previous year).

The progress of each student will be reviewed at the end of each year.

Award of the MRes in Political Science

The MRes in Political Science will be awarded if all the exams are passed. A 'Merit' grade will be awarded for the MRes if the exams are passed with an average mark of between 60 and 67, and a 'Distinction' will be awarded if EITHER (a) a mark of 70 is achieved in a majority of the exams, OR (b) the exams are passed with an average mark of 68 or more.

Upgrade to PhD

Upgrade to PhD is dependent upon:

Award of the MRes with at least an average of the Merit grade, plus passes in all exams that are required. In the event that a candidate achieves an average of at least 60, but fails an individual exam, the candidate may in the discretion of the exam board be upgraded, with the expectation that the failed exam will be retaken and passed at the next opportunity.

Approval of the Research Prospectus by the Prospectus Approval Committee.

The prospectus is defended in front of the Prospectus Approval Committee (probably in early October). The Committee will be comprised of: (a) one of the student's two co-supervisors, (b) one of the PhD Programme Convenors, and (c) the External Examiner of the MRes degree.

The Prospectus Approval Committee will make one of four decisions: Unconditional Approval, Conditional Approval, Revise and Resubmit, and Fail. Students who are required to Revise and Resubmit are usually expected to resubmit the Prospectus within three months. There will usually be only one opportunity to resubmit the Prospectus.

Award of the PhD in Political Science

Award of the PhD is dependent upon:

Completion of a research monograph (maximum 75,000 words). Successful defence of the Thesis according to the rules of the University of London.

MPhil PhD Programme Regulations

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. MI4M1 Foundations of Social Research 1 and MI4M2 Foundations of Social Research 2 contain modules in quantitative and qualitative analysis and are required for the ESRC 1+3 scheme. In addition the Institute offers courses in study skills and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees.

Accounting and Finance

The Department has a formally structured PhD programme and has recently received research training recognition from the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. Students are required to do a seminar presentation in their first and second years. In addition, students are required to attend either the Seminar on Current Developments in Accounting Research or the Capital Markets Workshop. One further course or part-course may be taken in the second year. Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. Students are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time. The structure of the programme is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. It permits specialist paths, particularly between the sub-disciplines of accounting and finance. The department has close links with the Financial Markets Group and the Centre for Analysis of Risk and Regulation. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms.

Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting and Finance from a British university, or other degree accepted as equivalent for this purpose. Satisfactory performance in the MSc Accounting and Finance, the MSc Finance and Economics or the MSc Management and Regulation of Risk offered by the department may also meet the entrance requirements.

The department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors. *Doctoral Programme Director: Professor D Webb, R413*

Anthropology

The MPhil/PhD programme has been a key element in the life of the Department for many years. We place the highest priority on the field research of our postgraduate students and on their professional development. The programme has a strongly international character, with students from a range of cultural and academic backgrounds.

To register for the MPhil/PhD in Anthropology, students must normally have obtained either an upper second class honours degree in social anthropology or a master's degree in social anthropology (passed at a high standard) from a UK university. Students who do not have these qualifications will need to complete one of the following programmes before applying to the MPhil/PhD: MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, or MSc Law, Anthropology and Society.

The first year of the MPhil/PhD programme focuses on research preparation and methodological training. The first year course requirements are as follows: AN500; AN501; either MI451 or MI452; and MI453. (M-prefixed courses are held in the Methodology Institute; for course details see Methodology.) In addition, students follow a reading and fieldwork preparation course under the direction of their supervisors and prepare a 10,000 word research proposal. The proposal will be examined, and must be passed before a student will be allowed to begin fieldwork. After fieldwork (which normally lasts approximately eighteen months) students begin writing their PhD dissertations under the close supervision of members of staff. During this period of their studies, they attend weekly thesis-writing seminars (AN503), as well as the departmental Seminars on Anthropological Theory (AN500), and bi-monthly seminars on recent developments in anthropology (AN507).

Development Studies

The Development Studies Institute (DESTIN) was established in 1990 to promote interdisciplinary post-graduate teaching and research on processes of social, political and economic development and change. The Institute is dedicated to understanding problems of poverty and late development within local communities, national political and economic systems and in the international system. Because the problems of development know no disciplinary boundaries, we have worked to attract scholars and students committed to elaborating interdisciplinary, theoretical and methodological approaches to the study of social development and change.

Five clusters of interdisciplinary research expertise have emerged within the Institute:

1. Institutional Change, Institutional Reform and Governance
2. War Torn Societies, Human Rights and Complex Emergencies
3. Globalisation: International Financial Markets, Trade and Aid
4. Local Level Urban and Rural Livelihood Strategies
5. Rural Development, Agrarian Reform and Agrarian Change

In 2001 the Institute established the Development Research Centre, funded by the UK Department for International Development, to pursue research on Crisis and Breakdown in the Developing World in coordination with academic partners in the South.

Our current staff concentrate expertise on global political economy, institutional and organisational change, democratic transition and democratisation, econometrics and quantitative methodologies, demographic trends, political ecology and the analysis of poverty and human development; and regional expertise covers Southeast, South and East Asia, Africa and Latin America. DESTIN staff have considerable experience in living and working in the developing world and most have engaged in policy relevant research with international development agencies.

Admissions

We consider MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications for entry in October must be submitted before the end of May.

Students are expected to have a very strong academic record and post-graduate training or work experience demonstrating a standard of achievement equivalent to excellent performance in our own MSc in Development Studies. In general, applicants should already have the basic foundational training necessary to begin specific work on their research topic (including a good grounding in one of the social science disciplines, languages necessary for the proposed research, computing skills, etc). Of course, some students will need to acquire further methodological training, language skills, or background knowledge of a specific topic related to their research by following some post-graduate courses during their first year at the LSE (all students will be required to attend some seminars during their programme – see below).

Students should submit a short research proposal (no more than 1800 words) with their application that will allow us to assess the potential of their proposed project and of the availability of appropriate supervision within the Institute. The proposal must be clear and it must contain (a) a section which gives background to the research issue (b) details of the main research questions and/or hypotheses to be addressed and (c) discussion of the research methods to be employed. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Although not a requirement, applicants are strongly encouraged to consider submitting Graduate Record Examination (GRE) scores, in which case please provide documentary evidence of your test scores with percentages not marks, eg Verbal 90%.

Required Courses

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Besides regular attendance at the Seminar in Development Studies Research DV500, first year MPhil students (who have not read our MSc) are required to take the course **Philosophical and Methodological Issues in Development Research** (also taken by our MSc students). Research students taking this course must achieve 60% or better on a methodology essay before being transferred to PhD status. For those new students who have not studied Development Studies before, the Institute will require that they attend the core course DV400 **Development: Theory, History and Policy**, and that they perform satisfactorily in a 'take-home' examination which will be made available to be taken during the Easter vacation.

MPhil/PhD students will find it advantageous to attend our weekly **Visiting Lecture Series in Development Studies** (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

In addition, all students will be required to complete satisfactorily a half-unit course in research methods in the School's Methodology Institute. The precise half-unit course taken (the Methodology Institute offers a wide range) will be decided in consultation with the student's first supervisor, and with reference to the nature of the research that the student intends to pursue.

Evaluation and Progress as a Research Student at DESTIN

We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Research Students at the LSE, DESTIN has elaborated its own procedures for research students (see programme guide available at the Institute). Generally speaking, during your first year, you will prepare and present a detailed research proposal and finish all preparatory and background work for your dissertation. By the end of your second year, you should have finished all field work (where applicable). By the end of your third year, you should be able to complete your dissertation.

Students are accepted to the LSE as MPhil candidates. Some research students will work towards submission of an MPhil dissertation generally after 2 years in the programme while others will be transferred to PhD status after satisfying the Research Committee that their project has doctoral potential. However, we stress that such transference is not automatic, but requires performance at a high level.

Economic History

Doctoral Programme in Economic History

Admission Requirements

Students are normally required to have passed a first degree at upper second class level and to have taken and passed at a good level a Masters degree in a relevant area of history or social science.

Methodological Training

First year research students are required to take EH520 **Approaches to Economic History**, and are strongly advised to attend the induction programme provided by the Methodology Institute. Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Methodology Institute or the Institute of Historical Research or skills training courses as required for their thesis topic.

Courses and Seminars

All research students are required to attend and participate in the weekly **Thesis Workshop in Economic History** (EH590). Supervisors may require the attendance of students at other relevant research seminars at LSE or elsewhere within the University of London. Students who lack appropriate knowledge of substantive areas of economic history may be required to take one or more relevant MSc courses.

Targets for Progress

Year 1 - In the ST of the first year, students are required to present their work to the Thesis Workshop in Economic History. At the beginning of the ninth week of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. The Committee will interview all students before the end of the first week of July, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. Year 2 - In the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview all students, and if the work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students who are away on fieldwork throughout their second year may defer the upgrade decision until the end of their third year.

Targets for Completion

The department takes the view that students who have already taken a relevant Masters degree should be able to complete a PhD thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Economics

The PhD Programme in Economics aims at the highest international standard of research achievement and professional competence. Graduates from the Programme gain employment in all areas requiring economists. Please note, that for all new admissions from 2004/05, the MPhil/PhD in Economics is replaced by the MRes/PhD in Economics. In the first year of the MPhil/PhD, students make short presentations of their proposed research in the weekly **Seminar in Research Strategy**. Students also take the course **Topics in Economic Analysis** and choose one examinable MSc level course from a wide range of options. This course may either fill a missing gap in training or support the proposed research area. Students are encouraged to talk with many members of the Department and are assigned a supervisor with prime responsibility for their research progress. Supervisors can be changed in consultation with the Research Tutor as interests of the students evolve. Every student is expected to produce one substantial piece of written work in the first year. Students are initially registered for an MPhil with retrospective transfer to PhD registration pending sufficient research progress. All first year students are reviewed by the Economics Department Graduate Committee in July. This review is based on the supervisor's report, seminar performance, and the two examination results. Part-time students may take one examination in the first year.

In the second and subsequent years all students attend their relevant **Work in Progress Seminar** where significant chapters of these are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Full-time students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree.

Paper Number Paper Title Course Guide Number

Year 1 (last cohort entry 2003/04)

1	Topics in Economic Analysis	EC502 (now withdrawn)
2	Normally a paper from the MSc in Economics to be approved by the Department	
In addition, students will be required to participate in the following:		
3	Seminar in Research Strategy	EC500 (now withdrawn)

Second and Subsequent Years

4	Work in Progress Seminars	EC501
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European Institute

MPhil/PhD Programme in the European Institute

Aims of the Programme

The Programme is designed to provide research training and an interdisciplinary social science framework for doctoral research on specialist European topics.

Two specialisations are available:

- i. political economy - transition and integration.
- ii. European governance

Entrance Requirements

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research that falls within the expertise of at least one of our permanent faculty members. Candidates should have a good MSc degree from a UK university or its equivalent. Students who have not taken an MSc level course equivalent to the appropriate LSE option relevant for their specialisation will normally be required to take that course in the first year of study. Students should submit a short research proposal (not more than 2,000 words) outlining their main research question(s), methodology, and sources with their application. This proposal will allow us to assess the potential of the proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Recommended Application Date

31 March 2004

Syllabus

All students are initially registered for the MPhil degree and every student must follow:

- the Research Design and Methods seminar of the Institute
- EU553 European Political Economy Seminar
- on the advice of the Supervisor, relevant course(s) in the Methodology Institute.

Every student must conduct research under the guidance of a Supervisor, regularly submit written work to the Supervisor and provide the materials required for annual reviews.

The degree is awarded on the basis of a thesis of not more than 100,000 words on an approved topic and an oral examination.

Supervisors and Assessors

The Doctoral Programmes Committee allocates to each student a Supervisor, from amongst the tenured staff of the Institute. At the end of the 1st and 2nd years, the Doctoral Programmes Committee appoints one Assessor for each student; the Assessor and Supervisor along with a member of the Doctoral Programmes Committee together form the Review Panel for First Year Review and Upgrading Review. The Doctoral Programmes Committee is responsible for PhD admissions, PhD reviews and for the general welfare of doctoral students.

Progress Reviews and Upgrading to PhD

At the end of the first year each student must submit a Thesis Proposal, a Literature Review and an outline for examination by a Review Panel; re-registration is subject to the decision of the Doctoral Programmes Committee, following a satisfactory report from the Review Panel. At the end of the second year of study each student must submit all completed written work (minimum further substantive chapters beyond those materials submitted at the end of the 1st year) and a full research plan for Review, with a view to upgrading to PhD status; up-grading is subject to the decision of the Doctoral Programmes Committee, following a satisfactory report from the Review Panel.

Minimum Period of Registration

Full-time: Three calendar years; Part-time: Four calendar years.

Date of Examination

Each oral examination is fixed at the mutual convenience of the internal and external examiners and the candidate.

Geography and Environment**MPhil/ PhD Geography**

Research at the MPhil/ PhD level cannot be reduced to a simple formula; a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor. Students should meet their supervisor on a regular basis. Research training is a basic foundation for all students, even so it is a balance between general skills, discipline specific and topic specific knowledge. Hence, students are required to attend (upon the advice of the supervisor) selected Methodology Institute courses, subject specific lectures and seminars as appropriate, as well as the disciplinary specific courses as detailed below. All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses (see below), will be taken into consideration.

Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Geography. Students must achieve a pass in all examined elements.

The normal requirement is as follows:

In their first year students must normally attend **Contemporary Debates in Human Geography (GY403)**. They must also take courses in quantitative and qualitative methods (M1451 or M1452 plus M1453 and M1454). All students must take courses up to the value of 1.0 course units from a specialist subject related to their Thesis. In addition, students should attend **Staff-Graduate Student Seminar (GY502)** as well as any relevant cluster seminars, and they must present their work in the **Doctoral Student Research Presentations (GY500)**.

Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration. Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

Government**Government Departmental Doctoral Programme****Admission requirements including prerequisites**

The department normally requires an MSc at well above pass level. Compulsory and optional methodological and other courses/seminars in first and subsequent years.

The **Doctoral Programme Seminar**, which is organised and chaired by the Doctoral Programme Director, Professor Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a significant proportion of the Department's staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.

A large number of seminars and courses are offered by the School's Methodology Institute and elsewhere in the school. Students take advice from their supervisors at the beginning of their first term and attend those sessions deemed to be of particular relevance to their research.

A full range of courses in research methods and design is available from the School's Methodology Institute. There is also an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

At the start of their second year all research students are required to enrol in at least one workshop, to attend on a regular basis and to present their research for discussion, usually in the presence of their supervisor in addition to the regular workshop members. The content of the workshops varies in detail from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, rational choice, and comparative politics. Initially, students are allocated to workshops on the basis of their current thesis title and their own preferences at the end of the first year. Subsequent changes of enrolment are undertaken if recommended and supported by students' supervisor(s). Account is taken of attendance and performance at the workshops in the regular end-of-year reviews. First year research students are welcome to attend any of these workshops, and regularly do so. Research students often find some of the seminars and lecture series organised in connection with the large number of MSc programmes offered by the School useful. Programmes in the Government Department are: Political Theory, European Politics and Policy, Public Policy and Comparative Government. In addition members of the Department teach on MSc programmes in The Political Economy of Transition and European Studies (in the European Institute), Management (in the Management Institute), The Politics of Empire and Post-Imperialism and Russian and Post-Soviet Studies (with the International Relations Department) and Regulation (with Geography, Law and other departments).

Departmental requirements about progression

Each research student in the Department is under the care and supervision of a supervisor in accordance with School practice as laid out in the Code of Practice.

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already co-supervised within the Department will be assigned an advisor.

The role of advisor is a flexible one, but in general includes:

- acting as a substitute in the absence of the supervisor,
- providing a supplementary source of advice and encouragement, and
- constituting a second person on whom students can draw (for example, for references and general academic contacts).

It is the Department's practice to review all full-time students each year and all part-time students every second year. The review takes place each year in week six of the Summer term, with particular importance being attached to the assessment made at the end of the first year, when both re-registration and transfer from MPhil to PhD are considered.

In addition to the School-wide arrangements governing the review process the Government Department's own arrangements provide:

- that the review entail assessment by the supervisor and one other teacher (normally the advisor or co-supervisor); and
- that reports on attendance and performance (in particular in the form of presentations) at the Doctoral Programme Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details of the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's website.

Departmental expectations about completion

It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years of initial registration; and part-time students within six years of initial registration.

Information Systems

MPhil/ PhD students will normally follow a structured programme. The goal of the programme is to facilitate the transition from Master's Level work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the MPhil/ PhD. The course work in the first year has four elements, two courses and two seminars. The courses normally are Interpretations of Information IS473 and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research and Study Methods in Information Systems and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass the requirements of their two courses and show good progress with their research.

The first examination will consist of two papers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Interpretations of Information	IS473
2.	Normally a paper from MSc in Analysis, Design and Information Systems to be approved by the Department	
In addition, students will be required to fulfil the requirements of:		
3.	Research in Information Systems	IS555
And actively participate in:		
4.	Seminar for research students in Information Systems	IS554

International History Research Training

All students admitted to the Department's MPhil/PhD programme are required to participate in a training programme until the completion of their degree. In their first year this includes a one-day introduction to research at the Institute of Historical Research, Senate House, and the Research Student Introductory Workshop organised by the Research Student Tutor (ie programme director) in the Department, which meets at least five times in the Michaelmas term and again in the Lent term, the frequency of meetings dependent upon the number of participants. The aim of the Workshop is to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress. Meetings in the Michaelmas term are devoted to bibliographic preparation, note taking, record keeping, interviewing techniques and other practical issues of historical research. Meetings in the Lent and Summer terms provide students with the opportunity to present and discuss their preliminary research results.

Upgraded Students attend the Advanced Workshop held in the Lent and Summer terms, the frequency of meetings dependent upon the number of participants. The meetings are intended principally as a forum for reviewing research in progress, although a range of practical issues related to historical research and writing as well as career information are discussed. They are expected to attend the School's seminar on authoring a PhD and publishing the results.

All research students are encouraged to attend the Department's Staff Research Seminar, at which members of staff present papers on their own research; the seminars of the Cold War Studies Centre, which is hosted jointly by the Department; and the Department's fortnightly series of 'cutting-edge lectures in history'. They are also expected to attend regularly at least one relevant research seminar when they are not abroad doing research. A very wide variety of such seminars are offered at the LSE and at the Institute of Historical Research. Students are encouraged to attend conferences, and the Department has a fund to which they may apply for assistance if they are invited to give a paper.

Upon enrolment in the Department's MPhil/PhD programme, students are required to prepare a statement of their research training needs, in conjunction with their supervisor(s) and the Research Student Tutor. The LSE Library offers training packages in bibliographical skills and using web-based resources. More specialized training in IT, languages, and in methodology are provided by the LSE centrally through its IT Services division, the Language Centre, and the Methodology Institute. Methodology Institute courses cover, among other topics, epistemological issues, quantitative methods, and interviewing. Introductory lecture courses in related disciplines (including Politics, International Relations, Sociology, Anthropology, Philosophy, and Economics) are readily accessible in the School. Advanced training on sources and techniques for research in history is offered at the Institute of Historical Research.

The Cold War Studies Programme runs a bi-weekly seminar in the Michaelmas and Lent terms and for information see www.lse.ac.uk/collections/coldWarStudiesProgramme/ The majority of staff are also involved in Research Seminars, both inside and outside the School.

Upgrading from MPhil to PhD and monitoring progress

On being admitted, all students are formally registered for an MPhil by 1 June of their first year (1 March of their second year for part-time students) and they are required to submit a brief justification of their thesis (explaining the nature, organisation and value of their research), a bibliographical survey of the secondary literature and a draft thesis chapter or chapters of at least 10,000 words based on primary sources. The submission will be read by two members of the Department other than the supervisor, who will report on it in writing to the Research Student Progress Committee, which consists of five members of staff. If the work is deemed satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the committee who will determine whether the student should be allowed to resubmit revised upgrade materials, which may be permitted once. The review process is designed to determine whether the student will be able to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation. The Department uses the School's Code of Practice as a determinant of the general responsibilities of research students and their supervisors. All students should make an effort to familiarise themselves with its contents.

The LSE requires all research students to complete an annual progress form, which they pass on for further comment from their supervisor(s), the Research Student Tutor, and the Dean of the Graduate School. The form includes specific questions about the research training undertaken by the student during the current academic year and the further training needs that they envisage as being necessary in the succeeding year. The Department requires students to report formally on their progress at least twice a year. If their progress is deemed unsatisfactory by the Research Student Tutor or supervisor their position will be assessed by the Research Student Progress Committee, who will determine the conditions under which they will be allowed to continue in the programme. The Department expects that full-time research students will submit their theses within four years and part-time students in eight years, and the reviews of student progress are geared to achieving that goal.

Teaching opportunities

The Department offers its research students the opportunity to undertake undergraduate class teaching as Occasional Teachers (OTs), after they have successfully completed upgrading from MPhil to PhD registration. OTs are required to attend a departmental training session at the beginning of the academic year, and encouraged to attend the School-wide courses offered by the TLDO. OTs are monitored by the OT Tutor, and advised by the members of staff responsible for the courses that they teach. This includes advice on marking essays and may include observing a class. In addition all OTs are subject to a School-wide questionnaire of student opinions on teaching conducted annually in the Michaelmas term. The results are made available to the Convener of the Department, to the OT Tutor, and to the teachers responsible for courses, for discussion with their OTs.

International Relations

Students registered for the MPhil/PhD in International Relations are required to attend the Department's Research Methods Training Seminar (IR501) and the International Relations Design Workshop (IR509). They are also encouraged to attend the following Methodology Institute courses in their first year of registration: **Introduction to Study for the MPhil and PhD (MI511)**, **Information Skills (MI512)**, **Authoring a PhD (MI513)** and **Special Topics in Social Research Methodology (MI551)**. (Part-time students may attend the Methodology Institute courses over two years.) All research students, regardless of year, are expected to attend at least one of the subject workshops offered by the Department. These include international political theory; foreign policy analysis; security, conflict and peace studies; international organisation and regimes; political economy of international finance; European international politics; and workshops on Africa and the Middle East. Research students are also expected to attend the International Relations Seminar for Staff and Research Students (IR500), together with any other relevant Methodology Institute courses. First year research students with UK/EU fee status intending to apply for a +3 ESRC Research Studentship should ensure they are eligible, either because they already have an ESRC-recognised research track Master's degree, or by undertaking the necessary research training (M14M1 or M14M2 **Foundations of Social Research**).

The Department encourages all research students to attend the weekly Editorial Board meetings of *Millennium: Journal of International Studies*, the International Relations Department student-run journal. Research students may also be interested in attending some non-examinable IR courses (prefix IR900 courses), details of which are given at the end of the International Relations Master's degree course guides.

Early in the Summer term first and second year research students will have their progress reviewed by a Research Panel of three staff members, normally including their supervisor. Its purposes are, broadly speaking, to

review progress made since the student's admission or previous interview with a research panel; to offer guidance to the student and the supervisor from other teachers, as the thesis takes shape; and, by demonstrating in a systematic way the Department's interest in its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow. Students who have not made satisfactory progress may be required by the Research Panel to produce written work as a condition for re-registration. Students are normally upgraded from MPhil status to the PhD degree by the Research Panel at the end of their second year. This requires submission of an introduction and two draft chapters of a thesis for the approval of the student's supervisor and the Panel. Students who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally be prohibited from re-registering. Students who are in their third or subsequent year/s of registration are only required to attend a Research Panel if the supervisor decides that this is necessary. Professor Christopher Coker serves as Director of Doctoral Programmes, a post with overall responsibility for research students.

Law

First year MPhil students will normally be expected to spend a substantial part of their programmed study time in courses related to methods of research. All full-time research students are expected to have made the transition from the MPhil to PhD within fifteen months of first registration and to have completed their PhD theses within six years. Part-time students will normally be expected to be upgraded to PhD by the end of their second year and to complete their theses within eight years. The decision to upgrade from MPhil to PhD is determined by a panel. This panel will include two members of staff other than the supervisor. A detailed listing of the departmental regulations for MPhil/ PhD students can be found in the MPhil/ PhD Law Handbook distributed to all incoming MPhil students and available from the Doctoral Programme Administrator's office. The LSE Methodology Institute provides a series of courses for all research students in the social sciences, designed to give methodological instruction and guidance that goes beyond the purely substantive aspects of a student's research. Attendance at the Law Department Research Seminar (see entry for LL500) is compulsory for full time students in their first year.

Management

The Interdisciplinary Institute of Management (IIM) was established by the School to bring together staff in a range of disciplines with the objective of developing and applying the best social science methods and theories to problems of management. The Institute is keen to attract able research students in aspects of management studies close to the staff's research interests, preference being given to research with an interdisciplinary aspect. Applicants must take a GRE test and supply a research proposal, which is as concrete as possible, concerning the ideas to be developed and methodology to be applied.

Evaluation of Progress of Research Students in the Interdisciplinary Institute of Management

Students must register initially for the MPhil Management. During their first year students take examined postgraduate courses to the value of AT LEAST two full units. The choice of courses will depend on the background and intended research area of the student, and should be formally approved by the supervisor. Typically one of the courses will cover some aspect of research methodology. Students must achieve a mark of at least 60% in all examinations.

All research students registered in the IIM are required to attend MN500 (Seminar for Research Students in Management) and give at least one presentation in this seminar each year.

A formal Review Committee assesses the progress of all MPhil/ PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of the presentation given during the seminar series. For each student at the end of the year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to re-register as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the students cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

Mathematics

The main thrust of the research activity in the Department of Mathematics is focused on the applications of Mathematics in Social Science. The Department therefore welcomes applications for our MPhil/PhD Programme: supervision is available in combinatorics, combinatorial optimisation, computational learning theory, control theory, game theory, graph theory, search theory, and in the applications of mathematics in areas such as telecommunications, finance and economics. Our entry requirement is at least an MSc in a relevant area of Mathematics or a good four-year degree equivalent to a Masters; exceptionally an excellent undergraduate degree in mathematics, or the equivalent, provided there is evidence of sufficient competence in relevant areas of Mathematics.

Students are initially registered for the MPhil and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Full-time students are expected to complete in three or four years.

All Mathematics PhD students should attend an appropriate taught course on our MSc programme in their first full year. Training in established research techniques and development of a capacity in the student for original research in the chosen field of specialization is provided through one-to-one weekly meetings with the supervisor, as well as through directed reading. The final aim is to produce a thesis and subsequent publications that contribute to the development of and understanding of the chosen area of mathematics.

An important element of the training is participation in weekly seminars organised by CDAM, the Centre for Discrete and Applicable Mathematics. There are also CDAM Informal Workshops organised largely by and for research students on mathematical subjects; students will be required to contribute at regular intervals. These workshops are also an opportunity for LSE research students to meet research students from other Mathematics Departments in the University of London. All research students in the Mathematics Department are provided annually with some additional funding to encourage and support their research activities, such as conference attendance and purchasing books. Students are thus offered a supportive environment so that they feel that they are part of a community of scholars and are well placed to pursue a career building on their research accomplishments.

Doctoral Programme Director: Adam Ostaszewski, B406

Media and Communications

The MPhil/ PhD Programme in Media and Communications admits students of outstanding quality who wish to undertake interdisciplinary work in media and communications. On admission students are allocated a supervisor and a Thesis Committee, whose Chair will not normally be the supervisor. The Thesis Committee has the principal responsibility for evaluating student progress and recommending up-grading of registration from MPhil to PhD. The programme involves coursework, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

Required courses

Students are normally required to attend and pass, in both first and second years of study, MC500 **Research Seminar for Media, Communications and Culture**. They will also normally be required to attend and pass in first year (by examination where this is the only form of assessment, otherwise by coursework only) at least one full unit of advanced research methods training. This will be either MC4M2/MC4M3 **Advanced Methods of Research in Media and Communications (1 unit)**, or MC4M1 **Methods of Research in Media and Communications (0.5 unit)** in conjunction with an appropriate 0.5 unit course taught by the Methodology Institute (chosen after consultation with their supervisor). Students without the requisite background in media and communications theory may be required, in addition, to attend and pass (by coursework only) MC400 **Theories and Concepts in Media and Communications (Power and Processes)**. Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Evaluation and progress

Students will be required to submit a full Thesis Proposal of between 8,000 and 10,000 words to their Thesis Committee by 1 June in their first year (Part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims and methods proposed for the thesis, a proposed structure, an indicative bibliography and a timetable for its completion. This paper will form part of the evaluation process, and, together with a short oral examination,

will determine whether students are permitted to continue into their second year.

Decisions to upgrade students from MPhil to PhD are normally taken within 18 months of registration for full-time students, and within 24 months of registration for part-time students. The decision, taken by the student's Thesis Committee, involves the submission and assessment of a thesis proposal and a chapter outline; three substantive draft chapters, normally to include one based on empirical research, one on theory, and one on methodology; a timetable for the completion of the thesis, and satisfactory performance in an oral examination. All students will be expected to complete their PhD within 3 years or the equivalent for part-time students. Details on the following courses are in the relevant Calendar entry: MC400, MC4M2/MC4M3, MC500.

Philosophy, Logic and Scientific Method

The Course Regulations for the MPhil/PhD divide into two depending on whether you have (case A) or have not (case B) already taken one of the MSc degrees offered by our Department. *All programmes of study for any individual year should be agreed with your supervisor at the very beginning of that year. Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status.* (This upgrading will normally take place after the successful completion of year 1 requirements in Case A, and after the successful completion of year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.) *These regulations apply only to students registered full-time. Part-time students simply take two years to complete each of the sets of regulations for one year's full-time study.*

Case A

Many students entering the MPhil/PhD programme will have taken one of the MSc degrees offered by the Department beforehand. For these students, we require that they do one further year of coursework as follows:

Year 1 Coursework

1. PH501 **Philosophical Problems**
2. a. If you have never taken a paper in formal logic at degree level then you *must* take PH502 **Reasoning and Logic** (and sit the associated examination).
b. If you have already taken a formal logic course then you should choose one further MSc course not already taken as part of the MSc degree. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 **Mathematical Logic**, in which case the examination is compulsory.)

3. Either

a further MSc course (again one not taken as part of the MSc course) plus three term units of PhD level seminars* (typically from PH551 **Research Seminar in Philosophy of the Natural Sciences**, PH555 **Research Seminar in Philosophy of Economics and Social Sciences** or PH500 **Research Methods in Philosophy**) with associated coursework; Or

six term units of PhD level seminars with associated coursework.

*This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms.

Summer work

4. Literature review of around 40 pages on the area of the dissertation, to be handed in to the Departmental Office by 12 September 2005.

Year 2

1. Work on a dissertation outline showing relation to the literature review to be handed in to the Departmental Office by the first Monday of the Lent Term 2006.

2. Otherwise work on Dissertation (you are of course encouraged to continue to attend seminars, particularly the PH500, PH501, PH551, PH555, that you think will be useful for your research or for your more general philosophical education).

Years 3 and 4

Work on, and completion of, the Dissertation (again you are of course encouraged to continue to attend any of the seminars, particularly the PH500, PH501, PH551, PH555, that you think will be useful for your research or for your more general philosophical education).

PLEASE NOTE THAT ALL PHD STUDENTS ARE EXPECTED TO HAVE SUBMITTED THEIR THESIS FOR EXAMINATION BY THE END OF THEIR FOURTH YEAR OF STUDY.

Case B

Those students without an MSc in our Department must meet the following regulations:

Year 1

Coursework

1. PH501 **Philosophical Problems**

2. Either

If you have never taken a paper in formal logic at degree level then you *must* take:

PH502 **Reasoning and Logic** (and sit the associated examination)

Or

For those who have already taken an appropriate logic course, one of:

(a) PH402 **Philosophical Logic and Metaphysics**

(b) PH408 **Mathematical Logic**

(c) PH407 **Foundations of Probability**

These will have associated back-up arrangements including a requirement that students do one paper per term for the first two terms as well as the final three-hour formal examination.

3. One of:

(a) PH400 **Philosophy of Science and Scientific Method**

(b) PH405 **Philosophy of the Social Sciences**

(c) PH413 **Philosophy of Economics**

Again, with appropriate back-up arrangements requiring one paper per term for the first two terms and one three-hour examination at the end of the course.

4. Either

Three term units of PhD level seminars* (typically from PH551 **Research Seminar in Philosophy of the Natural Sciences**, PH555 **Research Seminar in Philosophy of Economics and Social Sciences** or the PH500 **Research Methods in Philosophy**) with associated coursework; Or

One further MSc examination course, with course essays and examination.

*This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms.

Summer Work

5. A piece of written work of 6,000 words on some topic related to the student's research interests. This is to be handed in to the Departmental Office for assessment by 12 September 2005.

Year 2

1. A further MSc course. In certain cases this may, with the permission of your supervisor, be a Masters level course from outside the Department or from another College of the University of London. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 **Mathematical Logic**, in which case the examination is compulsory.)

2. Six term units of PhD level seminars (typically from PH551 **Research Seminar in Philosophy of the Natural Sciences**, PH555 **Research Seminar in Philosophy of Economics and Social Sciences** or PH500 **Research Methods in Philosophy**) with associated coursework.

Summer Work

3. Literature review of 40 pages or so in the area of the dissertation, to be handed in to the Departmental Office by 11 September 2006.

Years 3 and 4

1. Work on dissertation outline, showing relation to the literature review, to be handed in to the Departmental Office by the first Monday of the Lent term 2007.

2. Otherwise work on, and completion of, the Dissertation (you are of course encouraged to continue to attend any of the seminars, particularly the PH500, PH501, PH551, PH555, that you think will be useful for your research or for your more general philosophical education).

PLEASE NOTE THAT ALL PHD STUDENTS ARE EXPECTED TO HAVE SUBMITTED THEIR THESIS FOR EXAMINATION BY THE END OF THEIR FOURTH YEAR OF STUDY.

Regional and Urban Planning Studies

The MPhil/ PhD programme in Regional and Urban Planning Studies, organised by the Director of Planning Studies Dr Andy Thornley, is oriented towards an interdisciplinary social science approach to the study of regional and urban planning processes. We encourage applications from students who wish to pursue such an approach and who normally have already achieved MSc level. Applicants should submit a short research proposal with their application to allow us to assess the suitability of the proposed research and the availability of appropriate supervision. Research students benefit from the strong interest at the LSE in urban and regional issues and supervisors and students of the Regional and Urban Planning Studies programme are involved in the urban research centre LSE London.

On registration, which takes place in October each year, students are

allocated a supervisor and an appropriate research programme is agreed. Some aspects of this programme are compulsory for all students and others will depend upon past academic experience and the intended research project. Students are expected to fulfil the research training aspects of the programme in their first year (or equivalent for part-time students). At the end of this year a meeting will take place to check the satisfactory completion of this training programme, adequate progress on the research project and consider the upgrade to PhD. Full time students would be expected to complete their PhD in three or four years. The MPhil/ PhD programme contains four dimensions: research methods and skills, development of substantive knowledge, awareness of current research in the field and the development of the individual student's research.

Students are expected to acquire a basic knowledge in both quantitative and qualitative skills and attend the appropriate Methodology Institute courses.

In discussion with their supervisors students will identify certain subject-specific courses to attend in their first year. These may be chosen to develop an interdisciplinary knowledge or to explore an area that relates to their research proposal. Such courses are likely to be found within the MSC Regional and Urban Planning Studies or other Masters programmes. All students are required to attend GY504 Doctoral Seminar in Regional and Urban Planning Studies throughout their period of registration. This seminar forms the core of the PhD programme bringing together all PhD students and supervisors in informal research workshops to discuss their work, current debates and contemporary research in the field. There are a number of other courses that students are encouraged to attend in which visiting speakers report on their research such as GY450 Seminar in Regional and Urban Planning Problems; EC450 Seminar in Urban and Transport Economics and GY502 Staff-Graduate Student Seminar.

The final part of the programme relates to the development of the student's own research project. The main focus for this is the regular tutorial with a supervisor. However this is supplemented by other courses. At the start of their programme all students should attend the Methodology Institute courses MI511 Introduction to Study for MPhil/PhD, MI512 Information Skills for Research and MI513 Drafting, Writing and Publishing a PhD Thesis. During each year students are required to make presentations of their progress to the GY504 Doctoral Seminar in Regional and Urban Planning Studies.

Social Policy

Students registered for the MPhil in the Department of Social Policy are normally required to attend seminars provided by the Methodology Institute on research methods. The courses available will be listed in the MPhil/PhD handbook. In addition, first year students will attend SA550. Students are encouraged to attend other graduate seminars relevant to the subject of their research.

The progress of each student is reviewed during the Summer term of the first year for full-time students, of the second year for part-time students. Students present a detailed thesis proposal, a literature review, their research question, an outline of their proposed methodology and a timetable for completion. This must be of a standard acceptable to the department.

Social Psychology

Applicants, normally, should possess a high level of pass in an appropriate Master's Degree, together with at least an Upper Second Class Honours Degree in an appropriate subject from a UK university or its equivalent elsewhere.

The Institute has three Doctoral streams in:-

- Social Psychology
- Organisational and Social Psychology
- Social and Public Communications

Graduates from the Institute's own Master's Degrees in these areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the doctoral programme.

The social psychology programme involves coursework which will be formally assessed. This includes a broad training in research methods together with the core course from the corresponding Master's programme Contemporary Social Psychology (PS400); Organisational Social Psychology (PS404); Social and Public Communication (PS429). In addition students will follow a specialised option course in the Lent Term of their initial year appropriate to the topic of their doctoral research. This latter course will be assessed by coursework alone. Candidates may be exempt from some or all of these course requirements, depending on their prior qualifications. All students are required to attend the Current Research in Social Psychology Seminar (PS950) during their first two years of full-time registration, or until the candidate has upgraded from MPhil to PhD.

Initial registration is for the Degree of MPhil. The power to up-grade a student's registration from MPhil to PhD is vested in a thesis committee which will meet, normally, not later than 15 months after initial registration for MPhil. A decision to upgrade registration from MPhil to PhD will apply retrospectively to incorporate the initial period of registration for MPhil. Candidates on the programme will be expected to submit their thesis by the end of their third year of registration full-time or its equivalent part-time.

Sociology

First year MPhil students will normally be expected to spend about 60% of their study time in courses related to methods of social research. Students are required to attend and pass the 'Aims and Methods' assessment for SO500 Research Class for 1st Year MPhil Students. They are also normally expected to attend and pass the assessment for at least one further course unit (or two half units) from a list of specialist courses designated by the department.

These include the following courses offered by the Methodology Institute (details of these courses are available under the entry for the Methodology Institute in this Calendar): MI451 Quantitative Analysis I: Description and Inference (1/2 unit), MI452 Quantitative Analysis 2: The Generalized Linear Model (1/2 unit), MI453 Fundamentals of Research Design (1/2 unit), MI454 Qualitative Social Research (1/2 unit).

Other courses from Sociology Masters programmes, or specialist research courses (eg, SO502 Research Seminar on the Sociology of Crime and Deviance, SO505 Research Workshop on Globalisation, and SO401 Social Research Methods) may be taken with the agreement of the student's supervisor.

First year students are also strongly advised to follow some non-assessed courses including MI455 Ethical and Legal Aspects of Social Research, MI555 Computing Packages for Qualitative Analysis and the Library and Bibliographic Skills Training course.

All students who have satisfactorily passed the first year requirements are required to audit at least one further course in their second year and some may, at the discretion of their supervisor, be required to complete further assessed coursework. All second year students are strongly advised to follow SO501 Research Students Seminar.

Part-time students will be expected to have completed the equivalent of the full-time students first year programme over a two-year period.

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors, the MPhil/ PhD Board. This Board will decide whether to recommend to the School that students should be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have submitted their PhD theses within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their theses within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of the supervisor(s) and at least one other, all having read and commented on the student's work and assessed performance in a viva voce examination.

A detailed listing of the departmental regulations for MPhil/ PhD students can be found in the MPhil/PhD Sociology Handbook distributed to all incoming MPhil students and available from the departmental office.

Statistics

All students are normally first registered for the MPhil degree. Transfer to the PhD takes place at the end of the second year in suitable cases. During the first year of registration, students often attend MSC and Research Training courses to improve their background knowledge. They are required in all years of registration to attend Departmental Seminars. Students must make presentations of their work, and their progress is regularly assessed by a Departmental Committee.

Research Course Guides 2004/05

AC500

Seminar on Current Developments in Accounting Research

This information is for the 2004/05 session.

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606 and Professor T Hemmer, A205

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller.

Teaching: 30 meetings arranged by the Department (AC500).

AC501

Seminar in Accounting Research Methods

This information is for the 2004/05 session.

Teachers responsible: Professor P B Miller, E311, Professor M Power, H606 and Professor T Hemmer, A205

Availability: Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller should attend.

Teaching: 30 meetings arranged by the Department (AC501).

AC502

Topics in Financial Markets

This information is for the 2004/05 session.

Teachers responsible: Professor G Connor, A353, Dr J-P Zigrand, A454 and others

Availability: Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of Professor Connor.

Teaching: 40 lecture hours and 20 class hours in MT and LT.

Content: Recent journal literature on the theory and econometrics of asset pricing.

Assessment: Two-hour examination in ST (50%) and essay due in July (50%).

AC503

Advanced Topics in Corporate Finance and Intermediation

This information is for the 2004/05 session.

Teachers responsible: Professor H Shin, A350 and others

Availability: Research students in the Departments of Accounting and Finance, and Economics, others by permission of Professor Shin.

Teaching: 40 lecture hours sessional.

Content: Recent literature on corporate finance, financial intermediation and other theoretical topics in financial economics.

Assessment: Two-hour examination in ST (50%) and essay due in July (50%).

AN500

Seminar on Anthropological Research

This information is for the 2004/05 session.

Teachers responsible: Dr Charles Stafford, Professor Maurice Bloch and Dr Catherine Allerton

AN501

Field Research Seminar

This information is for the 2004/05 session.

Teacher responsible: Dr D James, A616

Availability: This seminar is for MPhil/PhD students prior to fieldwork.

Core syllabus: The course aims to give students a thorough grounding in the classic fieldwork methods used by anthropologists since the inception of the discipline in its contemporary form; a working knowledge of new techniques and trends which have been introduced over the past two decades; and an awareness of how both may be used in the context of the specific geographical and cultural setting in which they have chosen to conduct anthropological research.

Content: The first half of the course deals with general fieldwork methods. These include participant observation; using field notes; film, photography and visual methods of research; fieldwork ethics and anthropological 'codes of ethics'; written ethnography and the problem of representation; dealing with our precursors; critical approaches to existing ethnographic texts; multi-sited ethnography: the local and the global; research into family, kinship and the genealogical method; fieldwork and the use of archival material; and fieldwork methodology and the research proposal. In the second half of the course, each student presents a paper on methodological questions relating

specifically to his/her proposed fieldwork.

Reading list: M Banks & H Morphy (Eds), *Rethinking visual anthropology*, Yale UP, 1999; R Ellen, *Ethnographic Research: a guide to general conduct*, Academic Press, 1985; A Gupta & J Ferguson (Eds), *Culture, Power, Place: explorations in critical anthropology*, Duke University Press; M Jackson, *Paths Towards a Clearing*, 1989; G Marcus, 'Ethnography in/of the world system: The emergence of multi-sited ethnography' *Annual Review of Anthropology*, 24, 95-117, 1995; K Narayan, 'How Native is a "Native" Anthropologist?' *American Anthropologist*, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' *Current Anthropology*, 29(3), 405-435, 1988; R Sanjek (Ed), *Fieldnotes: the Makings of Anthropology*; Bernard H Russell, *Research Methods in Cultural Anthropology*, Sage, 1990; N Shepherd-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', *Man* (n.s.) 24, 145-164, 1989.

Teaching: 20 two-hour seminars over MT and LT.

Written work: Students will be required to prepare seminar presentations.

Assessment: Students' progress will be monitored throughout the course by the teachers responsible.

AN503

Thesis Writing Seminar

This information is for the 2004/05 session.

Teachers responsible: Dr L Bear, A612, Dr M Scott, A614 and Dr F Cannell, A610

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

AN507

Theoretical Issues in Anthropology: Precepts and Practice II

This information is for the 2004/05 session.

Teachers responsible: Dr N Peabody, A506 and Dr M Mundy, A507

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

Core syllabus: Recent theoretical developments in anthropology and the social sciences.

Content: The course examines key theoretical concepts and approaches in anthropology.

It focuses on a number of areas, including post-structuralist and post-modernist theory; theories of the person and the body; theories of gender; theories of social change; theories of distribution and consumption; theories of religion and ritual; and such theoretical issues as are determined from time to time to be relevant to the course participants.

Teaching: Four seminars in each of the MT and LT and two in the ST.

Reading list: Detailed list will be provided at the beginning of the course.

Assessment: This is a non-examinable course.

AN900 Not available in 2004/05

A Programme of Ethnographic Films

This information is for the 2004/05 session.

Teachers responsible: To be announced

There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

DV500

Research Seminar in Development Studies

This information is for the 2004/05 session.

Teacher responsible: Professor Tim Dyson U211

Availability: For MPhil and PhD students in Development Studies, but other members of the School's research community are very welcome to attend.

Core syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies research. Most presentations at the seminar are made by research students. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. **Research students are expected to attend the seminar while in residence in London, and to make at least one presentation during the academic year.** Students should inform their supervisor(s) of the date when they are scheduled to make a presentation. **First year students will usually be expected to present a draft of their research proposal to the seminar sometime during the LT.** Continuing students

may make a presentation based on a report of their research abroad, draft chapters or even their final draft of the dissertation.
Teaching: The seminar meets through the MT, LT and ST.

EC501

Work in Progress Seminars

This information is for the 2004/05 session.

Teacher responsible: Professor A Manning, R451 and others

Availability: This course is for MRes and PhD students in Economics in the second and later years.

Core syllabus: Eight seminar groups, covering PhD field specialisms provide for a for research students in economics to present their work. Outside speakers are also invited from time to time.

Teaching: Seminars EC501: The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

Assessment: This course is not examinable.

EC505

Macroeconomic Theory for Research Students

This information is for the 2004/05 session.

Teachers responsible: Dr R Ngai and Professor F Caselli

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: This course will examine more advanced topics and techniques in macroeconomic theory, with emphasis on dynamics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Content: The content of the course will be selected from the following list of topics, depending on the expertise and interests of the lecturers involved each year and the topics covered in related courses, such as the advanced macroeconomics course at MRes/PhD level. Growth and distribution: theory and applications to the adoption of new technology world income differentials. Credit markets and financial development. Incomplete markets models. Credibility of government policy. Overlapping generations models. Equilibrium with frictions: search and matching.

Teaching: Students must attend teaching on EC424 **Monetary Economics** or EC423 **Labour Economics**, plus 10 hours EC505 lectures, LT.

Reading list: Readings will be mainly from journals. The closest to a textbook for the course is Lars Ljungqvist and Thomas Sargent, *Recursive Macroeconomic Theory* (MIT Press, 2000).

Assessment: The material on this course is examined as part of a three-hour exam in the ST on EC512 **Monetary Economics for Research Students** and EC511 **Labour Economics for Research Students**.

EC510

International Economics for Research Students

This information is for the 2004/05 session.

Teachers responsible: Professor A Venables and Dr S Redding

Availability: This course is for second year MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC421. Additionally, this course will examine more advanced theories and applications in International Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC421 **International Economics**, and (ii) EC510 lectures (10 hours, LT).

Reading list: See reading list for EC421. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC511

Labour Economics for Research Students

This information is for the 2004/05 session.

Teacher responsible: Professor S Pischke

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC423. Additionally, this course will examine more advanced theories and applications in Labour Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC423 **Labour Economics**, and (ii) EC511 lectures (10 hours, LT).

Reading list: See reading list for EC423. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC512

Monetary Economics for Research Students

This information is for the 2004/05 session.

Teachers responsible: Professor N Kiyotaki and Dr K Aoki

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC424. Additionally, this course will examine more advanced theories and applications in Monetary Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC424 **Monetary Economics**, and (ii) EC512 lectures (10 hours, LT).

Reading list: See reading list for EC424. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC513

Public Economics for Research Students

This information is for the 2004/05 session.

Teachers responsible: Professor F Cowell and Professor T Besley

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC426. Additionally, this course will examine more advanced theories and applications in Public Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC426 **Public Economics**, and (ii) EC513 lectures (10 hours, LT).

Reading list: See reading list for EC426. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC514

Economics of Industry for Research Students

This information is for the 2004/05 session.

Teacher responsible: Dr M Pesendorfer

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC427. Additionally, this course will examine more advanced theories and applications in Industrial Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC427 **Economics of Industry**, and (ii) EC514 lectures (10 hours lectures, 10 hours classes, LT).

Reading list: See reading list for EC427. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC515

Development and Growth for Research Students

This information is for the 2004/05 session.

Teacher responsible: Professor T Besley, Professor M Ghatak and Dr O Bandiera

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC428. Additionally, this course will examine more advanced theories and applications in Development Economics. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC428 **Development and Growth**, and (ii) EC515 lectures (10 hours, LT).

Reading list: See reading list for EC428. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC516

Contracts and Organisations for Research Students

This information is for the 2004/05 session.

Teacher responsible: Professor D Ray

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC476. Additionally, this course will examine more advanced theories and applications in Game Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC476 **Contracts and Organisations**, and (ii) EC516 lectures (10 hours, LT).

Reading list: See reading list for EC476. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC517

Advanced Microeconomic Theory for Research Students

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC483. Additionally, this course will examine more advanced theories and applications in Economic Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Teaching: Students are required to attend (i) EC483 **Advanced Economic Theory**, and (ii) EC517 lectures (10 hours, LT).

Reading list: See reading list for EC483. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC518

Topics in Advanced Econometrics for Research Students

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: This course is for MRes/PhD students in Economics.

Core syllabus: See core syllabus and content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC485 **Topics in Advanced Econometrics**, and (ii) EC518 lectures (10 hours, LT).

Reading list: See reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC599

Research Paper in Economics

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For MRes/PhD students in Economics.

Content and Assessment: A 15,000 word research paper, related to the student's designated major field, to be submitted at the beginning of the summer term.

EH510

Seminar on Modern Economic History

This information is for the 2004/05 session.

Teacher responsible: To be announced

Availability: For research students.

Core syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching: Fortnightly seminars (EH510), in the MT, LT and ST.

EH518

Seminar on Comparative Economic History

This information is for the 2004/05 session.

Teachers responsible: Dr Gareth Austin, C319 and others

Availability: For research students.

Core syllabus: The seminar provides a forum for discussing recent research in this field.

Teaching: Meets regularly (EH518) in the LT and ST.

EH520

Approaches to Econ. & Soc. History

This information is for the 2004/05 session.

Teacher responsible: Professor Janet Hunter, C414

Availability: This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Teaching: Weekly two-hour seminars (EH520) during the MT and LT.

Assessment: Assessment is by a 3,000 word piece of written work on a nominated topic to be submitted by the end of the Lent Term.

EH590

Thesis Workshop in Economic History

This information is for the 2004/05 session.

Teachers responsible: Members of the Economic History Department

Availability: For MPhil, PhD and Research Fee students. There is a formal attendance requirement for MPhil/PhD students in the Department of Economic History.

Core syllabus: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training. Some presentations

will also be given by outside speakers.

Teaching: Two-hours weekly.

Assessment: This course is not examined but all MPhil and PhD candidates are expected to present papers for discussion and reports are made to Research Councils etc on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

EU550

Research Workshop in European Studies

This information is for the 2004/05 session.

Teachers responsible: Dr Abby Innes and to be announced

Availability: Recommended for all students taking research degrees on "European" topics; core course for second and third year PhD students in Government/European Institute.

Content: Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: 20 seminars, EU550, (weekly MT, LT).

Assessment: There is no examination for this course.

EU551

Communist and Post-Communist Politics

This information is for the 2004/05 session.

Teachers responsible: Dr G Sasse, J207 and Professor M Light, D411

Availability: All research students taking degrees on Russian, "Soviet" and East European topics.

Content: Presentation and discussion of research in progress.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Teaching: nine seminars, EU551, (monthly MT, LT, ST).

Assessment: There is no examination for this course.

EU553

European Political Economy Research Seminar

This information is for the 2004/05 session.

Teacher responsible: Dr W Schelkle, J210

Availability: Core course for the European Institute Doctoral Programme - Political Economy stream in the first year. Other PhD students may attend with the permission of the course teacher.

Core syllabus: In this PhD research workshop we will first discuss basic approaches to and concepts of political economy. Then we discuss seminal contributions that deal with fundamental questions of the statics and dynamics of political economy. Based on that, the seminar will give students the opportunity to discuss salient political economy issues relating to their research.

Content: Theoretical approaches to political economy research on Europe. Presentation and discussion of relevant Political Economy issues in participants' ongoing research.

Teaching: 22 seminars, EU553, (MT, LT, ST).

Reading list: Essential reading is J A Caporaso & D P Levine, *Theories of Political Economy*, Cambridge University Press, 1998.

Assessment: There is no examination for this course.

EU554

Research Methods and Design in European Studies

This information is for the 2004/05 session.

Teacher responsible: Mr Damian Chalmers J106 and an other

Availability: This course is restricted to 1st year MPhil students in the European Institute, for whom attendance is compulsory.

Teaching: Weekly one and a half hour seminars during the MT, LT and ST. The course provides training in methods and research design tailored to European studies. Students are encouraged to discuss the distinctive problems of their own research in the light of the methodological and design issues raised. The last section of the course is taken up with student presentations and the development of research proposals in the run up to the first year assessment process in May. The course concludes with preparations for conference presentations, article writing for publication and the thesis examination.

Assessment: There is no examination for this course.

GV500

Doctoral Programme Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor R Barker, K100

Availability: For 1st year MPhil/PhD, 1st Year MRes/PhD (Track 2) and 2nd Year MRes/PhD (Track 1) students, in Government.

Content: This course of seminars is designed to give research students in all branches of Government an opportunity to discuss with a large number of staff participants their ways of working, common problems of thesis work in politics, research methods, methodological and practical difficulties of research, and major intellectual currents in contemporary political science.

Students will be encouraged to discuss the distinctive problems of their own topics and available solution.

Teaching: 30 two-hour weekly seminars in the MT, LT and ST. Students are advised to attend M1502 **Drafting and Writing a PhD Thesis** in the LT and M1500 **Introduction to Study for the MPhil and PhD** in the second and third weeks of the MT.

Assessment: Attendance at this course is a pre-requisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar in the LT.

GV501

Doctoral Workshop: Political Theory

This information is for the 2004/05 session.

Teachers responsible: Professor Paul Kelly, L210

Availability: Compulsory for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.

Content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV502

Doctoral Workshop: European Politics and Policy

This information is for the 2004/05 session.

Teacher responsible: Professor S Balfour, J316

Availability: Primarily for second and subsequent year research students in Government/European Institute specialising in European politics and policy. First year students are welcome subject to numbers.

Content: An opportunity for students to present chapters or papers related to their current research.

Teaching: One-and-a-half hour seminars held weekly in MT and LT.

GV503

Political Philosophy Research Seminar

This information is for the 2004/05 session.

Teachers responsible: Dr Katrin Flikschuh, L207 and Dr Christian List, L100

Availability: Research students in Political Theory. Also MSc Political Theory students. Other interested students are welcome to attend, if numbers permit.

Content: Guest speakers present papers and initiate discussion at seminars.

Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV504

Doctoral Workshop: Political Economy and Institutional Analysis

This information is for the 2004/05 session.

Teacher responsible: Professor Keith Dowding, K206 and Dr Mark Thatcher, K305

Availability: For second and subsequent year research students in Government specializing in political economy and institutional analysis, especially cross-national and comparative research. Students adopting qualitative and quantitative methods are welcome. First year students in the Government Doctoral programme and MRes, and doctoral students from Economics and International Relations are also welcome to attend.

Content: The seminar is designed for doctoral students to engage in discussion of research papers by other doctoral students, academics at the LSE and occasionally visiting speakers. Research students will be expected to make a presentation during the year.

Teaching: 12 two-hour seminars held fortnightly in MT, LT and ST.

GV505

Foundations of Political Inquiry

This information is for the 2004/05 session.

Teachers responsible: Dr P Mitchell, K308 and Dr C List, L100

Availability: This course is only available for students on the MRes/PhD in Political Science in the Government Department.

Content: The aim of the course is to provide students on the MRes/PhD programme with some basic 'foundations' for undertaking advanced research in political science. Students will learn how to critically evaluate existing research, how to identify an interesting research question, how to develop and implement a method for answering the question, and how to present the results of the research. There is an emphasis on linking theory and methods and on different types of descriptive and causal inference both in large scale quantitative and small-N comparative work. The focus of the course is on designing research projects, and there will be plenty of opportunity to critique and evaluate excellent published journal articles and books, and also to critique on-going work by the

seminar participants. The course is organised into four sections:

1. What is political science - what is the study of politics, what is science? (weeks 1-2);
2. How to construct a theory and design research to test the argument (weeks 3-4);
3. How to evaluate large-*n* and small-*n* research, and common pitfalls (weeks 5-7); and
4. Putting it all together - where you present some of your own research ideas (weeks 8 and 10).

Teaching: 10 two-hour seminars in the LT.

Preliminary reading list: G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, 1994; R Goodin & H D Klingemann (Eds), *A New Handbook of Political Science*, OUP, 1996; Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*, Ann Arbor: The University of Michigan Press, 2003; B Guy Peters, *Comparative Politics: Theory and Methods*, Macmillan, 1998; John D Robertson & Robert Perry, *Comparative Analysis of Nations: Quantitative Approaches*, Westview Press, 2001; A F Chalmers, *What is this thing called Science?* (3rd edn), Open University Press, 1999.

Assessment: Students will be required to complete two assignments: 1) 33% of the grade - a 2,000-2,500 word paper, in which you critique the research design of a recent article in a top political science journal (eg APSR, BJPS etc). Your choice of article must be approved by CL or PM. This paper must be submitted in week 8.

2) 67% of the grade - a 4,000-5,000 (maximum) word paper, in which you evaluate the existing research in a particular area of political science, and suggest how the research agenda can be taken forward (ie this could be used as a draft of some of the elements of your Research Prospectus). This paper must be submitted at the end of the first week of the ST.

GV506

Doctoral Workshop: Comparative Politics

This information is for the 2004/05 session.

Teachers responsible: Dr W Kissane, L101 and Dr C Lin, L202 (on leave 2004/05)

Availability: Primarily for second and subsequent year research students in Government specialising in comparative politics. Students from other departments with relevant research interests will be admitted with the express permission of the workshop convenors.

Content: An opportunity for students to present chapters or papers related to their current research.

Teaching: 15 two-hour seminars held fortnightly in MT and LT.

GV510

Ethnicity and Nationalism Research Workshop

This information is for the 2004/05 session.

Teachers responsible: Professor John Breuilly, Department of Government and Dr John Hutchinson, Department of Government

Availability: For MPhil/PhD students specialising in Ethnicity and Nationalism, who have attended an LSE Undergraduate or Master's course in this or a related field, or equivalent at another University.

Content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.

Teaching: Students should also attend the Undergraduate lectures GV350 **Theories and Problems of Nationalism** plus seminar programme GV479.

Assessment: There is no examination for this course.

GY500

Geographical Project Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor Y Rydin, S413

Availability: For Geography and Regional and Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration.

Core syllabus: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.

Written work: All students attending this course will be required to present their own research once each year.

Teaching: Two half-day or one-day workshops, one each in the MT and LT, organised by research clusters in the Department.

Assessment: This course is not intended as preparation for any particular examination.

GY502

Research Students - Staff/ Student Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor Y Rydin, S413

Availability: For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.

Core syllabus: Presentations by speakers from both inside and outside of the Department on aspects of their own research.

Teaching: 16 x one-and-a-half hour seminars in the MT and LT.

Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY504

PhD Seminar in Regional and Urban Planning

This information is for the 2004/05 session.

Teacher responsible: Dr A Thornley, S420

Availability: For MPhil and PhD students in Regional and Urban Planning Studies. Other research students interested in the subject area would be welcome.

Core syllabus: A detailed syllabus is fixed at the start of each term.

Content: This course of seminars provides students with an opportunity to discuss their own research in the context of contemporary debates and research in the subject area. The discussions will take a number of forms. Students will present their own work for discussion in the seminar during the first year of their programme and again at a later date. Staff involved in supervising Regional and Urban Planning research students will attend these sessions. A second form of discussion will be based upon presentations by invited speakers who will present their research work. The emphasis will be on research method and will explore any difficulties faced in the work and the manner in which these were overcome. The third form of discussion will be oriented around critical evaluations of key contemporary debates, texts or research reports in the field.

Teaching: Two half-day workshops, one in the MT and one in the LT, when students present aspects of their research work; plus eight two-hour seminars over the MT and LT.

Assessment: Students in their first year are required to submit two short papers on contemporary issues in the field which will form part of their review at the end of the first year. Students will also be required to make two presentations on their own research during their period of registration.

HY501

International History Research Student Workshop

This information is for the 2004/05 session.

Teacher responsible: Dr R Boyce

Availability: Compulsory for students registered for the MPhil/PhD in International History.

Core syllabus: The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

Content: Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets five times in the MT and again in the LT, the frequency of meetings dependent upon the number of participants. Meetings in MT are devoted to bibliographic preparation, note taking, record keeping, interviewing techniques and other practical issues of historical research. Meetings in LT provide students with the opportunity to present and discuss their preliminary research results. Upgraded students attend the Advanced Workshop held in the LT and ST, the frequency of meetings dependent upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, although a range of practical issues related to historical research and writing as well as career information are discussed.

Assessment: This course is not assessed.

HY505

International History Research Workshop

This information is for the 2004/05 session.

Teacher responsible: Dr A Sked

HY507

Res Sem: History of Contemporary Spain

This information is for the 2004/05 session.

Teachers responsible: Professor P Preston and others.

ID500

Industrial Relations Research Forum

This information is for the 2004/05 session.

Teacher responsible: Professor Richard Hyman, H715

Availability: For research students in Industrial Relations.

Content: The aim of this forum is to provide a context for doctoral researchers to discuss issues in the organisation of research in industrial relations, and in particular to present their own developing ideas in a sympathetic environment.

The seminar is a formally required component of the PhD programme, and all fully registered students are expected to participate.

Content: There are three main elements in the programme:

1. The Programme Tutor presents a small number of introductory sessions for new students, to complement those offered by the School's Methodology Institute.

2. The main purpose of the seminars is to enable students themselves to obtain constructive feedback on their work. Within their first two terms, all new students should present a short (2-3 page) paper on their research issue and how they may approach this (perhaps inviting discussion of alternative possibilities for research design). In the run-up to upgrading (within the first 12 months for full-time students), students should present a more developed paper elaborating on methodological issues and placing the research question within its broader theoretical context. In later stages, students also report on their empirical findings and the analysis based on these. None of these contributions is expected to require polished presentations: rather, the aim of the forum is to permit helpful if critical comment on emergent ideas and arguments.

3. The forum is also available to invite speakers from within the Department or outside to discuss questions of interest.

Teaching: Seminars; (ID500), Sessional.

Assessment: None.

IR500

International Relations Staff Seminar

This information is for the 2004/05 session.

Staff members responsible: Professor Michael Cox

Availability: Course intended for International Relations Department staff and research students.

Teaching: Up to four sessions each of one-and-a-half hour's duration, (IR500). A detailed programme will be advertised early in the MT.

IR501

International Relations Research Methods

This information is for the 2004/05 session.

Teachers responsible: Dr C Hughes, D509 and to be announced

Availability: Course intended for first-year International Relations Department research students.

Content: This course provides a basic research training to familiarise students with the academic skills relevant to undertaking a research degree in International Relations. The history and evolution of International Relations as an academic discipline will be examined together with attendant theories and research methods. The principal concerns of contemporary research in the main branches of International Relations will be addressed. The principles of good research design and the problems in drafting and writing a PhD will also be carefully considered. In addition, students will be introduced to the main research resources relevant to International Relations in London. All students not already familiar with IBM PCs should register on the Computer Service induction courses early in the MT and complete the sessions on 'Introduction to PCs', Word 2000, and EndNote. Students are advised to attend School-based inter-disciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in the Research Design Workshop (IR509) and at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and detailed readings will be provided at the beginning of the course.

Reading list: David Marsh & Gerry Stoker (Eds), *Theory and Methods in Political Science*, Macmillan, 1995; Gary King, Robert O Keohane & Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton UP, 1994.

IR502

International Relations Theory

This information is for the 2004/05 session.

Teacher responsible: Dr P Wilson, D516

Availability: IR502 is part of the research training programme for all new research students working in the area of international relations theory, broadly defined to include critical and post-modern as well as traditional and classical theory, and in addition is open to all interested staff and research students.

Content: The workshop is based around papers in international political theory, circulated in advance, and presented by LSE staff, research students and occasional invited external speakers.

Teaching: 15 weekly seminars, each of one-and-a-half hour's duration, commencing in week six of MT.

IR504

Foreign Policy Workshop

This information is for the 2004/05 session.

Teachers responsible: Professor M Light, D411 and Professor W Wallace, D508

Availability: Course intended primarily for research students. All those working in the general area of foreign policy studies in the International Relations Department should attend. Others who may wish to attend should contact the course organisers in person.

Teaching: Four meetings per term, each of one-and-a-half hour's duration, MT, LT and ST (IR504).

IR505

European International Politics Wks

This information is for the 2004/05 session.

Teacher responsible: Dr K E Smith, D415

Availability: Course intended for research students. All those working on international topics within the European region should attend. Others who wish to attend should contact the course organisers in person.

Teaching: Nine meetings each of 90 minutes' duration, three in each term.

IR506

North-South Relations Research Workshop

This information is for the 2004/05 session.

Teacher responsible: Dr C Alden, D608 and Dr D Jacquin-Berdal, D413

Availability: All interested research students.

Teaching: Eight meetings, in weeks two, four, six and eight of MT, and LT.

IR507

Research Seminar: International Institutions

This information is for the 2004/05 session.

Teacher responsible: Mr N A Sims, D609

Availability: Course intended primarily for academic staff and research students.

Core syllabus: The purpose of this Research Seminar is to enable research students and staff with interests in International Institutions, whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Teaching: Up to 15 meetings, LT and ST (IR507), each of one-and-a-half hour's duration.

IR509

International Relations Research Design Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor M Cox, B702

Availability: This workshop is compulsory for all first-year International Relations Department (IRD) research students and open to other interested IRD research students.

Content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an *esprit d'corps* amongst the first-year research students by familiarising them with the work of their peers.

Teaching: The workshop will meet for 15 two-hour sessions starting in week six of the MT. All first-year students are required to give a presentation outlining their research to the seminar. They will also need to provide a copy of their research proposal (no more than 5,000 words) for prior circulation to the workshop participants. There will be two presentations per session. Students must also attend IR501 Research Methods Training Seminar and participate in at least one of the Department's other research workshops.

IR512

Research Workshop: Security, Conflict & Peace Studies

This information is for the 2004/05 session.

Teacher responsible: Mr M Hoffman, D512

Availability: Course is open only to MPhil, PhD and research fee students who are writing theses on relevant topics.

Content: The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peace-building and reconciliation.

Teaching: 12 seminars of one-and-a-half hours, meeting fortnightly throughout the session, commencing in week five of MT.

IR514

Middle East Research Workshop

This information is for the 2004/05 session.

Teachers responsible: Dr K Dalacoura, D412 and Dr A Gol, D513

Availability: All LSE research students working on the Middle East.

Teaching: There will be three one-and-a-half hour workshops per term - nine meetings in total.

IR515

Political Economy of International Finance Workshop

This information is for the 2004/05 session.

Teachers responsible: Dr R Sally, D416 and Dr A Walter, D507

Availability: A non-examinable course intended only for research students working in the general area of political economy. Research students from other Departments wishing to attend should contact the course organisers.

Teaching: Research students and sometimes staff present their work, followed by group discussion. On average, there will be nine meetings each of 90 minutes' duration, three in each term.

LL500

Doctoral Research Seminar

This information is for the 2004/05 session.

Teachers responsible: Dr K Malleson, A357 and Dr G Simpson, A471

Availability: For MPhil and PhD research students and interested LLM students.

Content: The first term will consist of seminars addressing questions of doctoral research method and theoretical paradigms in legal research. In the second term, the sessions will include presentations by currently registered research students on aspects of their own research, focusing on problems of methodology and theory underlying their work.

Teaching: 15 two-hour seminars (LL500) in MT, LT and ST (subject to number of currently registered research students).

Assessment: There are no examination arrangements. However, each research student is required to attend regularly and to make presentations.

MA500

Mathematics: Seminar for Research Students

This information is for the 2004/05 session.

Teacher responsible: Dr Malwina Luczak, B411 and other members of the Mathematics Department

Availability: For MPhil and PhD Students in Mathematics, but other members of the research community are welcome to attend.

Content: The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics and game theory.

See www.cdam.lse.ac.uk/Seminar/

Teaching: 30 meetings throughout the MT, LT and ST.

MA501

CDAM Informal Workshop

This information is for the 2004/05 session.

Teacher responsible: Professor Graham Brightwell, B405, other members of the Mathematics Department and Mathematics MPhil/PhD students

Availability: For MPhil/PhD students in Mathematics, but other members of the research community are welcome to attend.

Content: The informal workshop ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics and game theory.

See www.cdam.lse.ac.uk/Seminar/Workshop/

Teaching: 30 meetings throughout the MT, LT and ST.

MC500

Research Seminar for Media, Communications & Culture

This information is for the 2004/05 session.

Teachers responsible: Professor Roger Silverstone, S102 and Dr Gordon Gow, S211

Availability: For Research Students. The course is compulsory for students in the first and second years of the Department of Media and Communications Doctoral programme. First year students are required to attend MC500a. Second year students are required to attend MC500b. All Research Students in the Department are welcome at both MC500a and MC500b and encouraged to attend.

Core syllabus: The aim of the course is to help raise awareness of theoretical, conceptual and methodological issues in media, communication and cultural studies.

Content: Analytical and interpretative strategies in media research with special reference to consumption, globalisation and the changing media environment. Conceptual issues in media, communication and cultural theory.

Teaching: Seminar (MC500a) (one-and-a-half hours) x 20 MT and 20 LT (compulsory for first year students and open to others); Seminar (MC500b) (one-and-a-half hours) x 20 MT and 20 LT (compulsory for second year students and open to others). There may be additional seminars in ST.

Reading list: Roger Silverstone, *Why Study the Media?*, Sage, 1999; Klaus Bruhn Jensen & Nicholas Jankowski (Eds), *Handbook of Qualitative Methodologies for Mass Communication Research*, Routledge, 1991. Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. First and second year students will be required to write a 3,000 word essay by Friday 11 February 2005.

MI511

Introduction to Study for the MPhil and PhD

This information is for the 2004/05 session.

Teachers responsible: Professor George Gaskell, B811 and others

Availability: All first year research students preparing for the MPhil and PhD degrees.

Core syllabus: Introduction to the methods and materials of study for the MPhil and PhD. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students at the School.

Content: Issues covered include:

- Organising One's Time
- Bibliographical Tools
- Computing at the School
- Statistical Advice at the School
- Psychological Aspects of PhD Study
- "Professional" Activities
- Theory and Empiricism
- Ethics, Rigour, Relevance

Teaching: One meeting in the second week of the MT.

MI512

Information Skills

This information is for the 2004/05 session.

Teachers responsible: Library staff

Availability: First and second year research students and MSc Social Research Methods students.

Core syllabus: The aim of the course is to introduce students to essential sources available for research, and the skills required to use them.

Content: Five classes will be held:

1. *Doing a Literature Search.* This 'hands-on' session will enable participants to select and access the appropriate electronic sources for their research from the range available on the School network and to develop appropriate search strategies when searching for references.
2. *Using the Internet.* This session will introduce participants to finding and accessing the wide range of research sources available via the Internet.
3. *Citing references and creating a bibliography.* This seminar will enable participants to cite bibliographic information in their research using the Harvard system and to create a bibliography according to the accepted standards of academic research.
4. *Using EndNote.* This 'hands-on' session will enable participants to use the bibliographic management software available on the School network for storing and organising references to books and journals and to export them into documents as citations, footnotes and bibliographies.
5. *Introduction to the Data Library.* This session will explore the data resources available for research students. Covering the different UK Data Centre services the class will enable participants to locate and access a variety of datasets.

Teaching: All classes will be held in the Library Training Room, Lower Ground Floor. Class times and booking arrangements will be available from the Library website and will be announced in the Institute's brochure *Courses for Research Students*

Assessment: This course is non-examinable.

MI513

Drafting, Writing and Publishing a PhD Thesis

This information is for the 2004/05 session.

Teachers responsible: Professor Patrick Dunleavy, and others

Availability: Students registered for the PhD who are starting to think about organising material with a view to drafting the thesis; or who have already begun writing their dissertation. Suitable for people in their first or subsequent year of their PhD across the School.

Pre-requisites: The course uses electronic materials on Web CT. All students planning to attend should go to LSE home page at

www.lse.ac.uk and click on the 'Web CT courses' line in the bottom left part of the screen. Follow the registration instructions there, and when registered sign up to 'MI513 Authoring a PhD'. Preliminary reading materials for Week1 are given on the site.

Core syllabus: Except in the most technical social sciences, the process of authoring your PhD can account for up to 50% of your success in doctoral work. Authoring includes all the stages of conceiving a topic, planning the organization of the thesis, writing and improving drafts, and producing a final version. This seminar aims to assist research students at all these stages. It also covers submission and examination processes, the viva, and getting your work published as journal articles or in book form.

Content: The topics covered will be:

- Defining your Thesis Topic and Doing Original Work
- The Macro-Structure of the Thesis
- The Micro-Structure of a Chapter or Paper
- Effective Style and Referencing
- Getting the Most from your Supervisor
- Managing the Writing Process
- The Thesis End-Game: Submission and Viva
- Publishing Journal Articles and Books

There is an additional Web CT 'virtual' session on 'Presenting Data, Charts and Diagrams'.

Teaching: Eight seminars of one-and-a-half to two hours each at the start of the LT.

Course text: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation*

Other reading: Rowena Murray, *How to Write a Thesis*; Howard S Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*; D Sternberg, *How to Complete and Survive a Doctoral Dissertation*, Ch 5.

Assessment: This course is non-examinable.

MI527

Applied Quantitative Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr Jouni Kuha, B808 and others

Availability: Students must have taken MI452 or have an equivalent background in quantitative methods. Admittance to the seminar is limited in the first instance to those registered for the MSc Social Research Methods and interested PhD students.

Content: This course is a *seminar* and is not intended to provide *training* in any particular method. We will discuss issues concerning the application of quantitative methods to particular substantive issues in different social science disciplines. The methods to be discussed will primarily be those covered in MI452 and MI453. Discussions in the seminar will be based on the reading of a select number of research articles. These articles will be chosen as examples of good or bad practice or because they highlight interesting methodological issues. The papers will come from a variety of social science disciplines, including, political science, psychology, social policy, and sociology.

Aims and Objectives: The objective of the course is to provide a forum for the discussion of methodological issues in the social sciences. In addition, students will gain a better understanding of how quantitative methods are used in practice. MSc students will be able to use this knowledge to guide them in the design and writing of their dissertation. For research students, critical evaluation of research articles is an essential part of professional socialisation.

Requirements: In order for this seminar to work participants must make a commitment to do the assigned reading.

Teaching: The course will run in the LT.

Assessment: The course is not compulsory and not examined.

MI530

Spatial Analysis using Geographical Information Systems

This information is for the 2004/05 session.

Teacher responsible: Mr Peter Wright, S417a

Availability: Research Students, Research Officers and members of staff.
Core syllabus: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research - from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty - can be included.

Content: During the course the students will be made aware of the potential uses of GIS, as well as its application within various fields of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data sources to 3D GIS) will be covered in the theoretical lectures. In combination with the lectures, a series of practical workshop

sessions will introduce students to one of the many GIS software packages available at the LSE: ArcGIS. This will provide an understanding of the software, how to input data from a variety of sources, as well as the functionality of GIS towards a specific field of research - developing some of the skills necessary for individual application.

Teaching: This four day intensive course will take place during the Easter holiday and will be organised in two parts:

Part 1 - Introduction to GIS principles and applications - 10 hours of lectures (over four days).

Part 2 - Introduction to ArcGIS software and applications, six two-hour practical sessions (over four days).

Reading list: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, M Goodchild, D Maguire & D Rhind, *Geographical Information Systems and Science*, Wiley, 2001; P Burrough & R McDonnell, *Principles of Geographical Information Systems*, OUP 1998; I Heywood, S Cornelius & S Carver, *An introduction to Geographical Information Systems*, Longman 1998; P Longley, M Goodchild, D Maguire & D Rhind, *GIS: Principles, technical issues, management issues and applications*, Wiley, 1999; D Martin, *Geographic information systems: socio-economic applications*, Routledge 1996; J Pickles (Ed), *Ground truth: the social implications of geographic information systems*, Guilford Press, 1995.

Assessment: This course is non-examinable but the students will be given support and feedback on the practical work done during the course.

MI541 Half Unit

Seminar on Sampling and Survey Methodology

This information is for the 2004/05 session.

Teacher responsible: Dr Patten Smith, c/o B811

Availability: Research students, research fee students in all departments of the School.

Core syllabus: The course will provide an introduction to the methodology of social surveys.

Content: It will cover all stages involved in designing and implementing a social survey, and will make frequent reference to major social surveys carried out in the UK. Important recent developments in survey methodology will also be covered.

Teaching: The seminar series will run for 10 weeks in the LT.

Assessment: There will be no formal Assessment associated with the course.

MI550

Methodology Institute Seminar

This information is for the 2004/05 session.

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff, and students on the Social Research Methods programme.

Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings arranged as needed, to take place in B813.

Assessment: This course is non-examinable.

MI551

Special Topics in Social Research Methodology

This information is for the 2004/05 session.

Teacher responsible: The Director of the Institute, B811

Availability: Open to research students, staff and students on the Social Research Methods programme.

Content: Special topics is a generic title covering a range from core training to issues at the leading edge of social research methodology. Past and future topics include simulation, sampling, quality indicators, questionnaire design, multilevel analysis and other multivariate methods. The sessions will be given by Institute staff and by academic visitors.

Teaching: Details are circulated as sessions are arranged.

Assessment: This course is non-examinable

MI554

Advanced Qualitative Analysis Seminars

This information is for the 2004/05 session.

Teacher responsible: Dr Martin W Bauer, B804

Availability: Research Students undertaking projects using qualitative methods.

Core syllabus: The seminars will address advanced problems in qualitative social research. The programme will (a) bring together software developers and researchers, (b) will present examples of researchers who put computer tools to creative use and (c) provide a forum for discussing key papers in qualitative research. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice.

Teaching: Sessions to be held during MT, LT and ST.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative*

research (1988); R Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Using Computers in Qualitative Research* (1993); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (1994); U Kelle, *Computer-Aided Qualitative Data Analysis* (1995); E A Weitzmann & M B Miler, *Computer programs for qualitative data analysis* (Sage, 1995); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000).

Assessment: This course is non-examinable.

MI555

Computing Packages for Qualitative Analysis

This information is for the 2004/05 session.

Teachers responsible: Dr Martin W Bauer, B804 and Angela Aubertin

Availability: For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend M454.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Teaching: Two half-day introductory training courses on computer packages such as NUD*ist, Nvivo, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT.

Reading list: B Pfaffenberger, *Microcomputer applications in qualitative research* (1988); R Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Computer Analysis & Qualitative Research* (Sage, 1998); E A Weitzman & M B Miles, *Computer programs for qualitative data analysis* (Sage, 1995).

Assessment: This course is non-examinable.

MN500

Seminar for Research Students in Management

This information is for the 2004/05 session.

Teacher responsible: Professor David de Meza, G512

Availability: This course is compulsory for MPhil and PhD students in the Interdisciplinary Institute of Management.

Core syllabus: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: Monthly one-hour seminars

Assessment: The seminar presentation will be an element in the decision to transfer a student from MPhil to PhD status.

PH500

Research Methods in Philosophy

This information is for the 2004/05 session.

Teacher responsible: Professor Colin Howson, T301c

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend.

Content: Some frontier topics in contemporary philosophy, philosophy of science and philosophy of social science.

Teaching: Seminars PH500 15 x two-hour (MLS). Different members of the department will lead the seminar in each of the three terms.

Assessment: This course is non-examinable.

PH501

Philosophical Problems Seminar

This information is for the 2004/05 session.

Teacher responsible: Dr Jon Williamson, T301b

Availability: The course is a compulsory component of the first year of MPhil/PhD graduate programme in Philosophy. First year research students are obliged to attend. Second year research students may take this option as part of their seminar requirements (option 2) only if the course content is substantially different between the two years.

Core syllabus: Central Topics in Contemporary Analytic Philosophy.

Content: Outstanding topics and problems in modern analytical philosophy.

Teaching: Seminars PH501 20 x one-and-a-half hour (MT and LT). Any students who have relatively little philosophy background (or philosophy background from a different tradition) are strongly advised to attend the introductory lecture course, PH103 Reason, Knowledge and Values: An Introduction to Philosophy.

Reading list: To be announced before the course commences.

Assessment: Six 3,000-word essays over the course of the two terms.

PH502

Reasoning and Logic

This information is for the 2004/05 session.

Teacher responsible: Dr Jon Williamson, T301b

Availability: Purely for first year MPhil/PhD students in the Department of Philosophy, Logic and Scientific Method.

Core syllabus: The course aims to give a precise formulation of correct deductive reasoning- of what it means for a sentence to follow from a set

of other sentences taken as premises- and to investigate on this basis other important logical notions such as that of consistency. The course will also investigate how these formal principles are of use in analysing informal argumentation.

Content: Mathematicians lay down certain axioms and establish theorems by deducing them as consequences of the axioms; scientists postulate certain theories and test them by deducing certain consequences from them that can be checked experimentally; ordinary reasoners try to win (intellectual) arguments by showing that some position that they favour follows deductively from assumptions that everyone accepts. This course studies what exactly is involved in correct deductive reasoning.

It begins by considering certain very simple inferences that can be formalized in a system called *propositional logic*. The semantic notion of deductive *validity* is developed for this system and the truth table, "no counterexample" and tree methods for establishing validity in propositional logic are introduced. The connections between validity and other important logical notions such as equivalence, consistency and independence are precisely detailed. Some simple results about propositional logic are proved.

More complex inferences require a system called (first order) predicate logic. The course shows how to formalize some ordinary informal sentences (and therefore ordinary informal inferences) in predicate logic; and introduces methods for establishing the validity or invalidity of predicate logic inferences: both a system based on rules of proof and one based on the tree method will be studied. Again the relationships between validity of inference, on the one hand, and the notions of the logical equivalence of two sentences, the consistency of a set of sentences or the independence of one sentence from a set of sentences, on the other, are investigated for the more powerful system of predicate logic. Both the systems that we shall study - of propositional and predicate logic - are entirely formal. Although we shall emphasize how some especially simple ordinary arguments can be 'captured' within such systems, it is of course true that 'ordinary reasoners' do not explicitly employ such formal techniques. How then, if at all, can formal logic help in assessing ordinary deductive reasoning in science, social science and elsewhere?

Teaching: Seminars: PH502 x 20 (MT and LT); Lectures: PH101 x 30 (MT and LT).

Written work: Regular exercises will be set on the basis of the material covered in lectures; students are required to complete these exercises and to be ready to present and discuss answers in the associated seminar, where applications of formal logic to informal reasoning will also be investigated.

Reading list: Extensive lecture notes will be provided covering all aspects of the course. Students will however find it useful to consult C Howson, *Logic with Trees*. This text concentrates exclusively on the method of trees, while the lecture also introduces other equivalent methods.

Assessment: Three-hour written examination in the ST.

PH551

Research Seminar in the Philosophy of Natural Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr Stephan Hartmann, T401a

Availability: The course is primarily intended for MPhil/PhD students.

MSc students are also welcome to attend.

Content: Topics in the philosophy and history of modern science, with special emphasis on quantum mechanics, statistical mechanics and space-time theories, and the natural sciences more generally construed. Topics to be chosen by seminar participants.

Teaching: Seminars PH551 15 x two-hours (MT, LT, ST). Students are advised to attend PH409.2 if they have not covered the material before.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences

This information is for the 2004/05 session.

Teacher responsible: Dr Richard Bradley, T301a

Availability: The course is intended for MPhil/PhD students.

Core syllabus: Philosophical issues in economics and the social sciences.

Content: Topics to be chosen by seminar leader.

Teaching: Seminars PH555 15 x two-hours (MT, LT, ST).

Written work: Students will be expected to write one essay per term and to give seminar presentations.

SA550

Current Issues in Social Policy

This information is for the 2004/05 session.

Teacher responsible: Professor A McGuire, J405

Availability: For MPhil/PhD students, particularly those in their first year.

Content: This course is intended to address issues of methodology arising in the study of social policy at an advanced level and to familiarize students with research methods, literature searching and current debates in a number of fields using illustrations dictated by the substantive

interests of incoming students. The course is based on seminar presentations given by students on pre-prescribed topics.

Teaching: MT, LT and ST fortnightly meetings.

Reading list: A full reading list will be provided as the course proceeds.

SO500

Research Class for MPhil Students

This information is for the 2004/05 session.

Teachers responsible: Dr Claire Alexander, S264, Dr Karen Throsby, S207 and Dr Claire Moon, S267

Availability: For first-year research students in Sociology.

Content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes addressing links between theory and practice; considering the diversity of methodological approaches to advanced research, ethics and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend MI511; **Introduction to Study for the MPhil and PhD.**

Teaching: 20 seminars in the MT and LT, each of two-hours duration.

Assessment: 5,000 word paper on the 'Aims and Methods' of the thesis. For full-time students three copies of this typed and paginated essay must be submitted to the Sociology Administration Office, Room S219a, by Monday 25 April 2005. Part-time students should submit their essay at the discretion of their supervisor. Satisfactory completion of the 'Aims and Methods' paper, and additional written work submitted to your supervisor, are both necessary in order to proceed to the next stage of the course. The work of all full-time students is evaluated by a Review Panel in the ST of their first year. Part-time students may elect to be evaluated at the end of the first year or during their second year.

SO501

Research Students Seminar

This information is for the 2004/05 session.

Teacher responsible: Professor Sarah Franklin, S210

Availability: For continuing (second and subsequent years) research students in Sociology.

Content: The course will consist of papers given by continuing research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

Teaching: 25 seminars in the MT, LT and ST each of two-hours duration.

SO502

Research Seminar on Sociology of Crime & Deviance

This information is for the 2004/05 session.

Teachers responsible: Professor S Cohen, S277 and Professor Paul Rock, S203

Availability: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the MPhil and PhD degrees.

Core syllabus: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring crime, deviance, social control and allied subjects.

Teaching: 25 seminars of 90 minutes duration in the MT, LT and ST.

Assessment: Students are expected to deliver an oral report each year on the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

SO507

Theory & Methods in Qualitative Research

This information is for the 2004/05 session.

Teacher responsible: Professor Richard Sennett, Y312

Availability: This course is aimed at students preparing dissertations involving sustained interviews. Numbers are limited. Seminars will be held fortnightly in the LT and ST.

Core syllabus: The Core syllabus will consist of both literary and sociological writings on narrative.

Content: This course will be an exploration of the uses of narrative constructing social experience. The course has two dimensions. Theories of narrative will be explored for their sociological value; each student will also conduct a series of interviews as fieldwork and the group will analyse the narratives gathered in the field.

Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted but there is no formal Assessment.

SO509

Research Seminar on Modern Theory**This information is for the 2004/05 session.****Teacher responsible:** Professor Ulrich Beck, S204**Availability:** For MSc and MPhil students, although numbers will be limited. If space is available, other graduate students may apply.**Teaching:** At least one four-hour seminar in the LT. Check the Timetable for exact date(s) and time(s).

SO511

Research Seminar in Political Sociology**This information is for the 2004/05 session.****Teacher responsible:** Dr Robin Archer, S275**Availability:** MPhil/PhD whose research is in the field of political sociology.**Content:** Methodological and theoretical problems in the sociological study of politics. The seminar provides a forum for the development of individual research projects and for the discussion of general issues in the field.**Teaching:** Fortnightly in MT and LT; three meetings in the ST.**Reading list:** Will be given at the beginning of the course.**Assessment:** Students are required to present two papers in the course of the session, one on methodological issues and one on substantive aspects of their research project.

SO520

City Design Studio**This information is for the 2004/05 session.****Teacher responsible:** Ms K Firth, Y310**Availability:** Compulsory for MSc City Design and Social Science students. Not open to students outside the Cities Programme.**Core syllabus:** The studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the taught core and optional courses and the practice of design.

The design-based course offers students the opportunity to test social, political, economic and environmental issues against the design of real and current urban projects. The studio provides the context for the objective evaluation of alternate design decisions on social, economic and environmental performance.

Content: The course uses London as an urban laboratory. A number of 'live' urban design projects will be selected in different areas across London, reflecting a range of urban design, land use, development and social issues. Each studio will involve design and client teams actively engaged in the 'live' project in association with LSE academic staff. Additionally, seminars are held regularly that focus on international urban design projects.**Teaching:** On-site and studio project briefings. Minimum of 20 x two-hour design tutorials in MT, LT and ST.**Reading list:** Related readings and preparation material provided dependent on the projects selected.**Assessment:** Continuous Assessment based on the ability to formulate a design proposition, the quality of design work and performance at regular design reviews. In August a portfolio is submitted by each student representing a compilation of their design work from throughout the year highlighting the key issues explored.

ST504

Statistics Workshops for Research Students**This information is for the 2004/05 session.****Teacher responsible:** To be announced**Availability:** These sessions are intended primarily for research students, PhD, MPhil and research fee and MSc students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses.**Core syllabus:** The sessions will deal with the practicalities of statistical data analysis in research within the social sciences.**Content:** No formal syllabus is used, but each meeting will recommend readings according to need.**Teaching:** One two-hour meeting per week in the MT and LT, starting in week two of the MT and week two of the LT. The schedule of topics can be obtained from the Statistical Advisory, Room B713, by emailing statistical-advisory@lse.ac.uk or from the Statistics Departmental notice boards.**Reading list:** Not applicable.**Assessment:** There will be no formal assessment associate.**Other information:** The Statistical Advisory also provides a Helpdesk in Applied Statistics to research students and staff members of the School who email statistical-advisory@lse.ac.uk or call 020 7955 6717 to request an appointment.

SHORT COURSES AND SUMMER SCHOOLS

The information contained in this section is relevant to short courses and summer schools. This section should be read in conjunction with General, which contains information relevant to all programmes and levels of study.

The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

Regulations for Short Courses and Summer Schools _____ 432

Regulations for Short Courses and Summer Schools

General

1. These regulations are made pursuant to the School's General Academic Regulations.
2. For the purposes of these regulations, short courses and Summer Schools shall include all courses where the students are not registered under the Regulations for First Degrees, the Regulations for Diplomas, the Regulations for MA and MSc Degrees or the Regulations for the Degrees of MPhil and PhD. These students shall normally be recorded for the purposes of the Higher Education Statistics Agency in their record of non-credit-bearing courses.
3. Proposals for short courses and Summer Schools offered in the School's name must be considered for approval by the Short Courses Subcommittee or Summer School Board (SSB) as appropriate under procedures approved by the Academic Board.
4. For short courses a member of the School's full-time staff shall be appointed either as Course Director or as a person responsible for ensuring that the course is designed and delivered to the standards required by the SCSC, and Academic Directors will be responsible for ensuring academic standards in the Summer Schools.
5. Students on short courses and Summer Schools are subject to the appropriate Regulations, Codes of Practice and Procedures as published in the School *Calendar*, including the General Academic Regulations, the Regulations for Students, Code of Practice on Free Speech, Rules Relating to Student Activities, Procedure for the Submission of Grievances by Students on Academic Matters and Procedure for Complaints of Sexual Harassment. In respect of short courses the Course Director concerned or the Chair of the SCSC shall be the appropriate person to act in respect of students in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in regulations, codes and procedures. In the case of a Summer School students shall be referred to the Convener.
6. Students on short courses and Summer Schools are entitled to the use of School services as specifically defined (in agreement with the relevant offices and services) for each short course or Summer School; the fees for each short course and Summer School will be calculated and charged accordingly. The School will notify each student before registration of the terms and conditions of access to School services covered by the fees paid for their courses; unless the School notifies a student to the contrary, any relevant published code of practice, policy or procedure will apply to a student's use of a School service which is included in the fee for the course.

Examinations and certification

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

External clients

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

