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# The London School of Economics and Political Science

## Calendar 2005-2006

[www.lse.ac.uk/calendar](http://www.lse.ac.uk/calendar)



# The London School of Economics and Political Science

## Calendar 2005-2006

### 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](http://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](mailto: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	87
Diploma	205
Taught Masters	213
Research	427
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### 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 2005). 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.

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The London School of Economics  
and Political Science

Calendar 2005-2006

GENERAL

The general calendar is divided into two parts: the first part is a list of all the events which are held in the school in the course of the year, and the second part is a list of the dates on which the school is closed.

The first part is divided into two sections: the first section is a list of all the events which are held in the school in the course of the year, and the second section is a list of the dates on which the school is closed.

The second part is a list of the dates on which the school is closed.

CALENDAR OF EVENTS 2005-2006

September 2005

29 Thu School Michaelmas Term Begins

October 2005

3	Mon	10:00	VAR	Council
		13:00	A588	Meeting of the professors of Economics
		15:30	H705	Estates Development Board
4	Tue	14:00	A588	Academic Planning and Resources Committee
6	Thu	12:00	H704	Agenda Committee of the Academic Board
		13:00	A588	Research Committee
7	Fri	14:00	A588	Graduate School Board of Examiners
10	Mon	14:30	R301	Library and Information Services Committee
12	Wed	10:00	VAR	Conveners' Consultative Forum
		14:00	A316	Graduate Studies Subcommittee
		14:30	A588	Summer School Board
		16:00	VAR	Undergraduate Studies Subcommittee
		17:00	A319	Finance and General Purposes Committee
13	Thu	16:00	H605	Academic Support Staff Committee
17	Mon	14:00	H705	External Studies Subcommittee
18	Tue	11:00	H616	Environment Management Review Group
		14:00	A588	Academic Planning and Resources Committee
19	Wed	14:00	VAR	Academic Board
20	Thu	12:30	H605	LSE Nursery User Group
		14:00	VAR	Consultative Forum for Undergraduate Admissions Tutors
		14:00	A588	Estates Strategy Subcommittee
		16:00	H705	Athletics Committee
		16:00	H616	Graduate School Board of Examiners
		16:00	U1002	Risk Committee
24	Mon	13:15	H616	Security Advisory Group
25	Tue	11:00	H616	Residences User Group
		16:00	VAR	Consultative Forum for Admissions Selectors for Taught Graduate Students
26	Wed	14:00	H704	Academic Nominations Committee
		14:00	VAR	Consultative Forum for External Degree Co-ordinators
27	Thu	16:00	H705	Consultative Forum for the LSE Health Service
31	Mon	13:00	A588	Meeting of the Professors of Economics

November 2005

1	Tue	15:00	H616	Widening Participation Steering Group
		17:15	VAR	Council
2	Wed	11:00	H705	Estates Development Board
		14:00	H705	Student Affairs Committee
		14:15	VAR	Promotions Committee
		16:30		Graduate Open Evening
3	Thu	12:00	H704	Agenda Committee of the Academic Board
		16:00	H704	Human Resources Strategy Committee
		16:30	R301	Library User Committee
4	Fri	14:00	A588	Graduate School Board of Examiners
8	Tue	14:00	H616	Residences Management Committee
		16:30	H705	Health and Safety Committee
		17:00	U1002	Nominations Committee
9	Wed	14:00	H705	Teaching, Learning and Assessment Committee
		17:00	A319	Finance and General Purposes Committee
14	Mon	12:30	VAR	Consultative Forum for Departmental Tutors
		16:00	VAR	Undergraduate Students' Consultative Forum
15	Tue	12:00	VAR	Taught Graduate Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
16	Wed	14:00	VAR	Academic Board
17	Thu	16:00	H705	Athletics Committee
		16:30	U1002	Audit Committee
18	Fri	14:00	VAR	School Board of Examiners for BA and BSc Degrees
21	Mon	12:00	VAR	Research Students' Consultative Forum
22	Tue	13:00	H705	Joint Negotiating and Consultative Committee
		14:30	R301	Library and Information Services Committee
		15:30	A588	Journals Subcommittee
		17:00	H705	Investments Subcommittee
23	Wed	14:00	R301	Disability Consultative Forum
		14:15	VAR	Promotions Committee
		15:00	H616	Catering Services User Group
		17:00	H705	Alumni Relations Committee
24	Thu	13:00	A588	Research Committee
		14:00	H616	Estates Strategy Committee
29	Tue	17:15	VAR	Council - followed by end of term Buffet Supper in the SCR
30	Wed	14:00	A588	Estates Strategy Subcommittee
		14:00	H705	Student Affairs Committee



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December 2005				
5	Mon	13:00	A588	Meeting of the Professors of Economics
		14:00	A316	Termly Staff Briefing
6	Tue	11:00	A316	Termly Staff Briefing
		14:00	A588	Academic Planning and Resources Committee
7	Wed	10:00	VAR	Conveners' Consultative Forum
		14:00	A316	Graduate Studies Subcommittee
		14:15	VAR	Appointments Committee
		16:00	H705	MIS Advisory Group
		16:30	A316	Undergraduate Studies Subcommittee
		17:30	Shaw Library	School Carol Service
8	Thu	16:00	VAR	Informal Court of Governors
		17:00	VAR	Court of Governors
9	Fri			School Michaelmas Term Ends
14	Wed			School Presentation Ceremonies
15	Thu			School Presentation Ceremonies
23	Fri			School Buildings Close

January 2006				
3	Tue			School Buildings Open
9	Mon			Lent Term Begins
		13:00	A588	Meeting of the Professors of Economics
10	Tue	17:15	VAR	Council
11	Wed	11:00	H705	Estates Development Board
		14:00	A588	Teaching and Learning Assessment Committee
12	Thu	12:00	H704	Agenda Committee of the Academic Board
		13:00	A588	Research Committee
17	Tue	14:00	A588	Academic Planning and Resources Committee
18	Wed	14:00	A316	Graduate Studies Subcommittee
		16:00	VAR	Undergraduate Studies Subcommittee
		17:00	A319	Finance and General Purposes Committee
19	Thu	10:00	H616	Residences User Group
		16:00	H705	Athletics Committee
23	Mon	14:00	VAR	Consultative Forum for External Degree Coordinators
24	Tue	12:00	VAR	Research Students' Consultative Forum
		14:00	H616	Environment Management Review Group
25	Wed	14:00	VAR	Academic Board
26	Thu	14:00	A588	Estates Strategy Subcommittee
30	Mon	13:15	H616	Security Advisory Group
31	Tue	14:30	R301	Library and Information Services Committee Resource Distribution Exercise Meeting

February 2006				
1	Wed	10:00	VAR	Conveners' Consultative Forum
		12:30	H605	LSE Nursery User Group
		14:00	H704	Academic Nominations Committee
		14:00	H705	Student Affairs Committee
		14:15	VAR	Promotions Committee
2	Thu	14:00	H616	Residences Management Committee
		16:00	H605	Academic Support Staff Committee
6	Mon	14:00	H705	Consultative Forum for LSE Health Service
		16:00	A316	Undergraduate Students' Consultative Forum
7	Tue	12:00	A316	Taught Graduate Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
		17:15	VAR	Council
8	Wed	14:00	R301	Disability Consultative Forum
9	Thu	16:30	R301	Library User Committee
14	Tue	11:00	U1002	Risk Committee
		15:30	A588	Journals Subcommittee
15	Wed	11:00	H705	Estates Development Board
16	Thu	12:00	H704	Agenda Committee of the Academic Board
		16:00	H705	Human Resources Strategy Committee
20	Mon	14:00	H705	External Studies Subcommittee
21	Tue	14:00	A588	Academic Planning and Resources Committee
22	Wed	14:00	H705	Teaching, Learning and Assessment Committee
		17:00	H705	Alumni Relations Committee
23	Thu	14:00	VAR	Consultative Forum for Admissions Selectors for Taught Graduate Students
		16:00	H705	Athletics Committee
27	Mon	11:00	VAR	Termly Staff Briefing
28	Tue	14:00	A316	Termly Staff Briefing

March 2006				
1	Wed	14:00	VAR	Academic Board
2	Thu	09:30	VAR	All day meeting of the Promotions Committee
3	Fri	09:30	VAR	All day meeting of the Promotions Committee
6	Mon	14:00	VAR	Consultative Forum for Departmental Tutors
7	Tue	13:00	H705	Joint Negotiating and Consultative Committee
		15:00	H616	Widening Participation Steering Group
		17:15	VAR	Council - followed by end of term buffet supper in the SCR
8	Wed	10:00	A588	Estates Strategy Subcommittee

General 5

		14:00	H705	Student Affairs Committee
		17:00	U1002	Nominations Committee
9	Thu	13:00	A588	Research Committee
		16:30	U1002	Audit Committee
13	Mon	13:00	A588	Meeting of the Professors of Economics
		14:00	H705	Estates Strategy Committee
		14:30	R301	Library and Information Services Committee
14	Tue	14:00	A588	Academic Planning and Resources Committee
		16:30	H705	Health and Safety Committee
15	Wed	14:00	H705	Graduate Studies Subcommittee
		14:15	A316	Appointments Committee
		16:00	VAR	Undergraduate Studies Subcommittee
		17:00	A319	Finance and General Purposes Committee
16	Thu	14:00	H705	Language Centre Advisory Committee
		16:00	VAR	Informal Court of Governors
		17:00	VAR	Court of Governors
17	Fri			Lent Term Ends
				Web publication of Provisional Examination Timetable
22	Wed	09:30		Open Day
24	Fri	14:30	A588	Summer Schools Board

April 2006				
12	Wed			School Buildings Close
20	Thu			School Buildings Open
		12:00	H704	Agenda Committee of the Academic Board
21	Fri	12:30		Visit Day for Accepted Applicants
24	Mon			Summer Term Begins
		13:00	A588	Meeting of the Professors of Economics
25	Tue	09:00		Open Day
		17:15	VAR	Council
26	Wed	14:00	H705	Teaching, Learning and Assessment Committee
		17:00	A319	Finance and General Purposes Committee

May 2006				
1	Mon			Public Holiday
2	Tue	12:00	VAR	Research Students' Consultative Forum
		14:00	A588	Academic Planning and Resources Committee
		16:00	VAR	Undergraduate Students' Consultative Forum
3	Wed	10:00	VAR	Conveners' Consultative Forum
		12:00	A316	Taught Graduate Students' Consultative Forum
		14:00	VAR	Academic Board
		16:00	R301	Disability Consultative Forum
4	Thu	10:00	A588	Estates Strategy Subcommittee
		14:00	VAR	Consultative Forum for Admissions Selectors for Taught Graduate Students
		14:00	H616	Residences User Group
		16:00	H605	Academic Support Staff Committee
		16:00	H705	Athletics Committee
9	Tue	14:30	R301	Library and Information Services Committee
10	Wed	14:00	H705	Student Affairs Committee
		14:15	VAR	Promotions Committee
11	Thu	13:00	A588	Research Committee
15	Mon	13:15	H616	Security Advisory Committee
		14:00	H705	External Studies Subcommittee
16	Tue	14:00	VAR	Consultative Forum for Undergraduate Admissions Tutors
17	Wed	11:00	H705	Estates Development Board
		14:00	H704	Academic Nominations Committee
		14:00	A316	Graduate Studies Subcommittee
		16:00	VAR	Undergraduate Studies Subcommittee
18	Thu	12:30	H605	LSE Nursery User Group
22	Mon	12:30	CDR	Consultative Forum for Departmental Tutors
		15:00	H705	Catering Services User Group
23	Tue	15:00	H616	Widening Participation Steering Group
		17:15	VAR	Council
25	Thu	14:00	H616	Residences Management Committee
29	Mon			Public Holiday
30	Tue	11:00	H616	Environment Management Review Group
		14:00	A588	Academic Planning and Resources Committee

June 2006				
1	Thu	12:00	H704	Agenda Committee of the Academic Board
		14:00	H616	Estates Strategy Committee
		16:00	H705	Human Resources Strategy Committee
5	Mon	14:00	A316	Termly Staff Briefing
6	Tue	11:00	A316	Termly Staff Briefing
		13:00	H705	Joint Negotiating and Consultative Committee
7	Wed	14:00	VAR	Consultative Forum for External Degree Coordinators
		14:15	A316	Appointments Committee
		17:00	A319	Finance and General Purposes Committee
8	Thu	14:00	H705	External Studies Subcommittee
		14:00	U1002	Risk Committee



		16:00	A588	Estates Strategy Subcommittee
		16:30	R301	Library User Committee
13	Tue	14:30	R301	Library and Information Services Committee
		15:30	A588	Journals Subcommittee
		16:30	H705	Health and Safety Committee
14	Wed	14:00	VAR	Academic Board (Special meeting)
15	Thu	12:00	H704	Agenda Committee of the Academic Board
		14:00	H705	Language Centre Advisory Committee
		16:00	H616	Annual Review of the Academic Support Staff Committee
17	Sat			Sports Ground Open Day
19	Mon	13:00	A588	Meeting of the Professors of Economics
20	Tue	14:00	A588	Academic Planning and Resources Committee
21	Wed	11:00	H705	Estates Development Board
		14:00	H705	Teaching, Learning and Assessment Committee
		16:00	SCR	Senior Common Room Strawberry Tea
		17:00	H705	Alumni Relations Committee
		13:00	A588	Research Committee
22	Thu	13:00	A588	Council - followed by end of term buffet supper in the SCR
27	Tue	17:15	VAR	Open Day
28	Wed	09:30		Open Day
		10:00	VAR	Conveners' Consultative Forum
		13:00	H616	Graduate Studies Subcommittee
		14:00	VAR	Academic Board
		16:00	A316	Undergraduate Studies Subcommittee
		17:00	U1002	Remuneration Committee
29	Thu	16:30	U1002	Audit Committee
30	Fri			Summer Term Ends

## July 2006

6	Thu	14:00	A588	Graduate School Board of Examiners
		16:00	VAR	Informal Court of Governors
		17:00	VAR	Court of Governors
7	Fri	10:00	VAR	School Board of Examiners for BA and BSc Degrees
13	Thu			School Presentation Ceremonies
		17:30	SCR and SDR	Honorary Fellows Dinner
14	Fri			School Presentation Ceremonies
20	Thu	16:00	H605	Academic Support Staff Committee

## DATES OF TERMS

## 2005/2006

## Michaelmas Term

Thursday 29 September - Friday 9 December 2005

## Lent Term

Monday 9 January - Friday 17 March 2006

## Summer Term

Monday 24 April - Friday 30 June 2006

## 2006/2007

## Michaelmas Term

Thursday 28 September - Friday 8 December 2006

## Lent Term

Monday 8 January - Friday 16 March 2007

## Summer Term

Monday 23 April - Friday 29 June 2007

Source: Academic Board 18/6/03

## 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** Sir Anthony Battishill KCB BSc(Econ)

Presiley Baxendale QC BA

Lord Alli of Norbury

Rosalind M Altmann BSc(Econ) PhD

Mr Hugo Banziger

S Barclay SCA MBA

Ms S Black

<sup>2</sup> Professor Nicholas Barr MSc(Econ) PhD FRSA

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

Ms A Camber

<sup>2</sup> Professor Christopher Brown PhD

Hon Judge C V Callman BSc(Econ)

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

<sup>4</sup> Howard Davies MA MS Director

Roger Davies BSc(Econ)

Ian Hay Davison FCA

Leslie Dighton BSc(Econ)

Christine Downton BSc(Econ) PhD

Mr M Francescotti

<sup>1</sup> Daniel Freedman

Sir Patrick Gillam BAA

A C Gilmour CVO

Cyril Glasser CMG LLB LLM HonPhD FRSA

Richard Goeltz AB Hons(Econ) MBA

<sup>3</sup> D J Goldstone LLB

James Goudie QC LLB Hons FCIArb

Loyd Grossman OBE BA MSc

<sup>4</sup> 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 Lord Justice Jacob QC BA LLB MA

Miss K M Jenkins BA MSc(Econ)

<sup>4</sup> 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

<sup>3</sup> David 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

<sup>2</sup> Professor Dominic Lieven PhD

Sir Stuart Lipton

Rachel Lomax MA MSc

Lesley MacDonagh

<sup>1</sup> Will Macfarlane General Secretary of the LSE Students' Union

K A V Mackrell BSc(Econ)

<sup>1</sup> Rishi Madhani

Sir Gordon Manzie KCB

<sup>2</sup> Professor P Miller BSc (CNA) PhD

Mr A Mitchell

<sup>4</sup> Professor H L Moore PhD

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

<sup>1</sup> Angus Mulready-Jones

<sup>4</sup> 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

<sup>4</sup> 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)

Mr B Smith

Miss R Stephen MBE

Mr C Stonex

<sup>1</sup> Jimmy Tam

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-Townley

Sir Robert Worcester BSc

<sup>2</sup> Professor Sarah Worthington BSc LLB LLM PhD FRSA

<sup>1</sup> Nominated by the Students' Union

<sup>2</sup> Nominated by the Academic Board

<sup>3</sup> Nominated by the University of London

<sup>4</sup> 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.*

#### Membership

The structure of the Academic Board is as follows:

- Director (Chairman)
- Vice-Chairman (elected normally for three years by the Board)
- Four student members (nominated by the SU)
- All Professors
- All Readers
- All Senior Lecturers
- All Lecturers
- Secretary & Director of Administration
- Librarian & Director of Information Services
- The Wardens of the Halls of Residence

Teaching Fellows and members of the Research Staff with substantial and continuing responsibilities are appointed to the Board, as appropriate, by the Council on the Board's recommendation. In addition, lecturers, senior research members, administrative, computer and library staff members who are not members of the Board are invited to attend meetings of the Board and to contribute to its discussions.

Note: Part-time lecturers who have been appointed for a tenure of more than one year and who are paid monthly on a proportion of the appropriate full-time salary are eligible for full membership of the Academic Board provided they have been appointed on a basis equivalent to at least 50% of a full-time post. Those part-time lecturers who are thus eligible will automatically become full members of the Board on the completion of two years' service. Prior to the completion of two years' service, they may receive the Board's papers and attend its meetings. If a lecturer has been granted full membership of the Academic Board whilst working in a full-time capacity, they will not lose their membership if he/she transfers to a part-time capacity equivalent to at least 50% of a full-time post. The Board normally meets twice a term but may meet more frequently eg special meetings to consider reports from the Academic Planning and Resources Committee.

### ACADEMIC NOMINATIONS COMMITTEE

*Committee of the Academic Board*

#### Terms of reference

1. To devise and implement equitable, transparent and efficient procedures for:
  - a. identifying and appointing the School's academic officers and relevant committee chairmanships;
  - b. 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).
  - c. conferring full Academic Board membership on members of the research staff with substantial and continuing teaching responsibilities.
2. To appoint the Vice-Chairman of the Academic Board, Deans, and Chairs of relevant academic committees.
3. To advise on the composition of the Selection Committees for the Deputy Directors and on the appointment of the Vice-Chairman of the Appointments Committee and Hall Wardens.
4. To fill vacancies on School committees for which the Academic Board is the appointing authority and to advise on the filling of vacancies for student representatives on School committees.
5. To co-ordinate long term succession planning for academic offices and committee memberships.

#### Membership

	Status/Structure	Term of office
Professor Janet Hartley	Vice-Chairman of the Academic Board (Chairman)	ex officio
Dr. Margaret Bray, M	Member of the Academic Board	1 Aug 2005 - 31 Jul 2008
Dr Coretta Phillips	Member of the Academic Board	1 Aug 2003-31 Jul 2006
Professor David Marsden	Member of the Academic Board	1 Aug 2005 - 31 Jul 2008
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

1. Taking into account at all times the range of future environments in which the School might find itself operating, and within the overall planning framework determined by the Council, the strategic remit of the APRC is:-
  - a. to assess and build on the School's existing strengths;
  - b. to facilitate initiatives that re-enforce and extend such strengths and apply them to new opportunities;
  - c. to identify and seek to rectify the School's weaknesses.
2. In pursuance of 1 above, the APRC has the responsibility:
  - a. periodically to set and publicise a strategic framework against which proposals with consequences for expenditure or income generation will be assessed, in respect of which:
    - i. the APRC will make arrangements for at least a biennial strategic review of the range of future medium-term environments in which the School might operate, and propose priorities and general principles to inform decision-taking in the School;
    - ii. the strategic review report shall be subject to confirmation by the Academic Board and the Council, and be publicised to the School community, together with the associated framework of priorities and principles of the APRC for assessing resource-related proposals;
    - iii. an annual stock-taking presentation will be made to a special meeting of the Academic Board, with other issues the APRC wishes to raise being brought to the Board at ordinary meetings as required with the agreement of the Agenda Committee;
    - iv. the APRC will have responsibility for monitoring the implementation and achievement of policies agreed to achieve strategic priorities.
  - b. to receive proposals with substantial income or expenditure consequences from various sources within the School, and, within the financial framework approved by the Council recommend their acceptance, revision, or rejection by reference to the strategic framework and current position of the School;
  - c. to oversee the periodic reviews of performance of academic and service units of the School as the basis for the allocation of resources for staffing and other expenditure, and for the promotion of academic objectives, taking into account previous and current plans of the units under review.
3. The APRC also has the responsibility:
  - a. to advise the Academic Board and Council on the establishment or disestablishment of Departments, Institutes, and services and in exceptional circumstances, of Research Centres.
  - b. to oversee the preparation of the School's responses to major external enquiries in the field of institutional planning and development;
  - c. 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
Professor P Johnson	Deputy Director (Vice-Chairman)	ex officio
Dr R Richardson	Deputy Director	ex officio
Professor H Moore	Deputy Director	ex officio
Professor Janet Hartley	Vice-Chairman of the Academic Board	ex officio
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 P Kelly	Group 2 Academic	1 Aug 2005-31 Jul 2008
Professor T Newburn	Group 4 Academic	1 Aug 2005-31 Jul 2008
Dr C Badcock	Group 4 Academic	1 Aug 2004 - 31 Jul 2006
Mr C Scott	Group 5 Academic	1 Aug 2004-31 Jul 2007
Professor R Baldwin	Group 5 Professor	1 Aug 2003-31 Jul 2006
Professor C Whitehead	Academic Member	1 Aug 2003-31 Jul 2006
Will Macfarlane	Student	1 Nov 2004-31 Jul 2005
Secretary Ms P Gray		

### ACADEMIC SUPPORT STAFF COMMITTEE

*Committee Advisory to the Director*

#### Terms of reference

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

#### Membership

	Status/Structure	Term of office
Howard Davies	Director	ex officio
Professor Paul Johnson	Deputy Director (Chairman)	ex officio
Mr A Hall	The Secretary and Director of Administration	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 G Gaskell	Vice-Chairman of the Appointments Committee	ex officio
Professor C Greenwood	Convener	until 31st July 2007
Professor E Mossialos	Director or Deputy Director of a Research Group	1 Aug 2005-31 Jul 2008
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.

**Frequency of meetings**

The Alumni Relations Committee shall meet once or twice a term at its discretion or at the request of Council.

**Membership**

- 2 lay Council members
- 1 governor not on Council
- Deputy Director for External Affairs ex officio
- Student Union General Secretary ex officio
- Secretary of the School ex officio
- Director of Development and Alumni Relations ex officio
- 1 member from UK alumni bodies
- 3 individual alumni to include at least one from graduating cohort of the last 10 years, one for the last 20 years and one international representative
- 1 Academic Board Nominee - who could be an alumnus

Membership shall be subject to:

3 year terms of office to commence from 1st May 2002

The Nominations Committee to make recommendations on membership and chairmanship for formal approval by Council.

**Membership**

	Status/Structure	Term of office
Mr W Macfarlane	General Secretary of the Students' Union	ex officio
Mr A Hall	Secretary and Director of Administration	ex officio
Dr M Blair	Director of Development and Alumni Relations	ex officio
Professor H Moore	Deputy Director	ex officio
Vacancy	Lay Council Member	
Vacancy	Lay Council Member	
Mr D Kingsley	Lay Governor	1 Aug 2002-31 Jul 2005
Dr J Stockdale	Academic Board nominee	1 Aug 2002-31 Jul 2005
Vacancy	Member from UK Alumni Bodies	
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**

The Committee's terms of reference are:-

- 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
Vacancy	Vice-Chairman and Honorary Senior Treasurer	1 Aug 2002-31 Jul 2006
A Deputy Director	Deputy Director	ex officio
Mr R Madlani	General Secretary of the Students' Union	ex officio
Ms Claudia Whitcomb	President of Athletics Union	18 July 2005-14 July 2006
Ms Laura Parfitt	Events Officer of Athletics Union	18 July 2005-14 July 2006
Ms Clare White	Secretary of Athletics Union	18 July 2005-14 July 2006
Mr J Little	Communications Officer of Athletics Union	18 July 2005-14 July 2006
Ms Helen O'Toole	Treasurer of Athletics Union	18 July 2005-14 July 2006
Mr Ed Harrold	Clubs Liaison Officer of Athletics Union	18 July 2005-14 July 2006
Vacancy	Member of Teaching Staff	
Vacancy	Member of Teaching Staff	
Vacancy	Member of SCR	
Vacancy	Member of Economicals Club	
Vacancy	Member of Economicals Club	
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 advise Council on the level of resource required to provide an appropriate standard of service for both internal and external audit.
- 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.



- 2.5 The Committee will consider and advise the Court on the selection, appointment and basis of remuneration of the external auditor (normally as the result of a tender exercise), the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor. In the intervening period between tender exercises the Committee will approve the external auditor's annual fee.
- 2.6 Before each annual audit commences, the Committee will discuss with the external auditors the nature and scope of the forthcoming audit.
- 2.7 Before the conclusion of each annual audit the Committee will review with the external auditors the annual financial statements and express a view on them to 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.
- 2.8 At least once in each year, the Committee will meet the external and internal auditors without any officers being present.
3. Accounting and financial policies and procedures:
- 3.1 The Committee will satisfy itself that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
- 3.2 The Committee will oversee the School's policy on fraud and irregularity, including the notification to it of any action taken under that policy.
- 3.3 The Committee will 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.
- 3.4 The Committee will consider any relevant reports from the National Audit Office, the HEFCE and other organisations.
4. Risk:
- 4.1 The Committee will monitor the School's risk procedures to ensure they are functioning effectively. The Committee may, when they consider it necessary, make recommendations regarding the effectiveness of risk procedures.
- 4.2 Close liaison will be maintained with the Risk Committee (and its Risk Management Group) to which the Audit Committee will initially report any matters which have risk policy implications. The Council will be informed of any major policy issues which require its attention.
5. Governance
- 5.1 The annual plans for internal audit will include the review of some aspect of the School's governance arrangements so that over a cycle all important features will have been covered.
- 5.2 These regular reports on governance enable the Committee to form a view on overall arrangements and to bring this into play in the review of the governance statement in the annual financial statements.
6. The Audit Committee normally meets up to 3 times a year.
7. A quorum of the committee is 3 members.
8. The Committee reports to and advises the Council annually.

#### Membership structure

##### Ex officio members:

Chairman of the Audit Committee (ex officio - where possible, a lay Council Member (dependant upon having the desired level of skills an experience in audit))

##### Members nominated by the Nominations Committee and appointed by the Council:

Length of appointment: 3 years, renewable once.

- Lay Council Chairman
- 2 Lay Council members
- 4 Lay Governors
- 1 External member
- 1 Academic Council member

Note: The Director, a Deputy Director, the Secretary and Director of Administration and the Finance Director are in attendance. The General Secretary of the Students' Union attends as an observer.

#### Membership

	Status/Structure	Term of office
Mr Wol Kolade	Lay Governor Chairman	9 Dec 2004-31 Jul 2007
Mr Charles Milner	External Member	1 Aug 2004-31 Jul 2007
Vacancy	Lay Council Member	1 Aug 2003-31 Jul 2006
Sir Robert Worcester	Lay Council Member	1 Aug 2003-31 Jul 2005
Mr Ian Hay Davison	Lay Governor	1 Aug 2003-31 Jul 2006
Vacancy	Lay Governor	
Professor Dominic Leiven	Academic Governor	1 Aug 2003-31 Jul 2006
Secretary Mr Andrew Webb		

#### 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 Eleanor Lowenthal, 020 7852 3698, email e.m.lowenthal@lse.ac.uk.

#### Frequency of meetings

The committee will meet at least twice a term.

#### Membership

	Status/Structure	Term of office
Lord Grabiner of Aldwych QC	Chairman of the Court of Governors (Chairman)	ex officio
Sir Anthony Battishill	Vice-Chairman of the Court	ex officio
Presiley Baxendale QC	Vice-Chairman of the Court	ex officio
Howard Davies	Director	ex officio
Professor S Worthington	Deputy Director	ex officio
Professor P Johnson	Deputy Director	ex officio
Dr W T Murphy	Deputy Director	ex officio
Professor J Hartley	Vice-Chairman of the Academic Board	ex officio
Professor G Gaskell	Vice-Chairman of the Appointments Committee	ex officio
Mr B Smith	Chairman, Finance and General Purposes Committee	ex officio
Mr R Madlani	General Secretary of the Students' Union	ex officio
Dr R Altmann	Lay Governor	1 Aug 2003-31 Jul 2006
Mr S Barclay	Lay Governor	1 Aug 2005-31 July 2008
Mr M Francescotti	Lay Governor	1 Aug 2005-31 July 2008
Mr J Goudie QC	Lay Governor	9 Dec 2004-31 Jul 2007
Mr R Goeltz	Lay Governor	1 Aug 2005-31 Jul 2008
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
Mr A Mitchell	Lay Governor	1 Aug 2003-31 July 2007
Dr A Persaud	Lay Governor	1 Aug 2005-31 July 2008
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 R Mansell	Academic Governor	1 Aug 2005-31 July 2008
Professor P Miller	Academic Governor	1 Aug 2005-31 Jul 2008
Professor R Sennett	Academic Governor	1 Aug 2005-31 July 2008
Mr J Kenrick	Student Governor	Ends on the appointment of a successor
Secretary	Mr A N P Hall	
Secretary	Minty Barlow	

#### ESTATES DEVELOPMENT BOARD

##### Status

The Estates Development Board (EDB) reports to the Estates Strategy Committee (ESC).

##### Terms of reference

1. To evaluate options on acquisition, development and disposal of buildings within the agreed strategy framework.
2. To recommend options on the above to ESC.
3. To ensure the implementation of the estates strategy.
4. To act as the decision making body on high level specification and the clustering of departments.
5. To determine the balance between cost and quality in specifications for major redevelopment and refurbishments.
6. To examine financial and logistical implications of decant resulting from major redevelopments and refurbishments.
7. To consider investment sales or purchases of all School buildings (excluding Residences).
8. To review proposed overall capital expenditure on Estates over 10 year period and monitor achievement and expense against plans.
9. To manage issues of sequencing and priorities across major projects.

##### Frequency of meetings

The committee will meet at least twice a term.

#### Membership

	Status/Structure	Term of office
Howard Davies (Chair)	Director	ex officio
Andy Farrell	Director - Finance and Facilities	ex officio
Professor Paul Johnson	Deputy Director - Planning and Resources	ex officio
Richard Taylerson	Director - Estates Planning	ex officio
Chris Kudlicki	Director - Estates Operations	ex officio
Andy Walter	Academic Member	1 Aug 2004 - 31 Jul 2007
Susan Powell	Academic Member	1 Aug 2004 - 31 Jul 2007
Vacancy	Lay Governor Member	1 Aug 2004 - 31 Jul 2007
Vacancy	Lay Governor Member	1 Aug 2004 - 31 Jul 2007
Minty Barlow	Project Support Officer	ex officio
Mike Ferguson	Head of Finance	ex officio
Mr R Madlani	Student Member	1 Aug 2005 - 31 Jul 2006
Secretary	Minty Barlow	



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

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

**Membership**

	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 A Mitchell	Lay member of the Council	1 Aug 2003-31 Jul 2006
Vacancy	Lay Governor	
Sir Stuart 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
Mr M Hoffman	Academic Member	1 Aug 2003-31 Jul 2006
Mr R Madlani	General Secretary of the Students' Union	1 Aug 2005-31 Jul 2006
Secretary Ms A Barlow		

**ESTATES STRATEGY SUBCOMMITTEE****Terms of reference****Status**

The Estates Strategy Sub Committee reports to the Estates Development Board.

**Terms of reference**

1. To oversee the activities of OREM (Operational Review of Estates Management) and review areas where a change in policy is required.
2. To develop quantitative and qualitative standards and specifications for different space categories and types including meeting legislative requirements.
3. To define the facilities the School will provide for all its uses including for departments, research centres and institutes.
4. To determine the balance between uniformity and the opportunity for users to have choice and ownership over the space they inhabit.
5. To develop projections of additional expenditure required over ten year period in order to enable implementation of the standards agreed.
6. To put forth clear alternatives to the current ways of utilising space to improve the use of space throughout the School.
7. To give consideration to space costing (as compared to space charging where the charge has always been notional).
8. To publicise standards to the School community.
9. To receive reports from OREM on space allocations and monitoring of space usage.
10. To determine what aspects of the use of space in the New Academic Building can be applied to the rest of the estate and to put forth proposals for alterations accordingly and to assist in developing a user specification for the New Academic Building.

**Frequency of meetings**

The committee will meet twice a term.

**Membership**

	Status/Structure	Term of office
Paul Johnson (Chair)	Deputy Director - Planning and Resources	ex officio
Andy Farrell	Director - Finance and Facilities	ex officio
Richard Taylerson	Director - Estates Planning	ex officio
Jo Beall	Academic Member	1 August 2004 - 31 July 2007
Chris Cobb	Head of BSS	ex officio
Liz Barnett	Head of Teaching and Learning	ex officio
Christine Cooper	Technical Infrastructure Manager	ex officio
Minty Barlow	Project Support Officer	ex officio
Secretary Minty Barlow		

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

1. In respect of courses and programmes forming part of the External Programme of the University of London:
  - 1.1 to ensure that the participation of the School in the External Programme meets all the requirements of the School and the University in respect of quality assurance and control
  - 1.2 to establish and monitor procedures for the review and updating of programmes, course syllabuses, and subject guides

- 1.3 to make proposals for amendments to programmes and courses
- 1.4 to nominate to the University the authors for revised and new subject guides and materials
- 1.5 to approve the appointment of new, and the reappointment of existing, Examiners, Associate and Assistant Examiners and External Examiners EMFSS programmes, in line with School criteria drawing on the advice of the TLAC where deemed necessary by the Sub-Committee.
- 1.6 to consider a digest of, and take appropriate action on, the reports of external examiners
- 1.7 to supervise the relationship between the School and colleges teaching students on the External Programme.
2. In respect of any distance learning course or programme leading to the award of a degree or diploma or any external award of the University of London:
  - 2.1 to comment on administrative, logistic and pedagogic aspects of proposals for new programmes, and for courses of an unusual nature
  - 2.2 to review and make recommendations on guidelines for such courses and programmes
  - 2.3 to monitor and evaluate the performance of students
  - 2.4 to supervise the relationship between the School and any other institutions teaching on its behalf
3. To advise TLAC on any other strategic matter relating to external study.
4. To support the Director of External Study in the sponsorship of new developments
5. To conduct any other relevant business remitted to it by the Academic Board or any of its committees.

**Mode of operation**

1. The Committee shall meet termly.
2. The Committee may establish working groups for particular purposes as it thinks fit.
3. The Committee shall report to the Teaching Learning and Assessment Committee, the Undergraduate Subcommittee and the Graduate Subcommittee as appropriate.

**Membership**

- Chair, appointed by a process overseen by the Academic Nominations Committee.
- 1 member from each of the 5 Academic Board constituencies.
- 1 member appointed by the Undergraduate Studies Subcommittee.
- 1 member appointed by the Graduate Studies Subcommittee.
- 2 members elected by and from among the degree coordinators.
- The Director of External Study.
- A member of the Student Recruitment Office (in attendance).

**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
Vacancy	Group 3 Member	
Dr N Couldry	Group 4 Member	1 Aug 2004-31 Jul 2007
Vacancy	Group 5 Member	
Vacancy	Group 5 Member	
Mr R Nobles	Member of Undergraduate Studies Subcommittee	
Dr J Kent	Member of Graduate Studies Subcommittee	
Mr P Frantz	Degree Co-ordinator	
Professor C Avgerou	Degree Co-ordinator	
Vacancy	Undergraduate Studies Subcommittee representative	
Secretary Mr S Underwood (Ms N Korman)		

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

The Finance and General Purposes Committee's revised terms of reference as approved at the Council meeting of 22 June 2004 are as follows:

- a. The Finance and General Purposes Committee is responsible to the Council for all financial policies of the School;
- b. to advise the Council on all financial matters of general importance for the School, its subsidiaries, partnerships and all other entities whose results are included in the School's Consolidated Accounts, including in particular the Annual Accounts, Accounting Policies, Financial Controls, Overall Income and Expenditure Budgets, Financial Forecasts, and utilisation of HEFCE funds;
- c. to advise the Council on the Strategic Plan;
- d. to advise the Council and the Risk Committee about financial risks to the Strategic Plan, including financial implications of non-financial risks, and to be responsible for the School's policies on financial risk management and internal controls.

**Sub-committees of Finance & General Purposes Committee**

- a. Investments sub-committee
- b. Additional Revenue Streams Board
- c. Business Modelling Group - with reporting responsibilities to FGPC
- d. Residences Management Committee (jointly with APRC)
- e. Catering User Group

**Membership Structure****Ex officio members:**

- Chairman of the Finance and General Purposes Committee (currently one of the Lay Governor Members)
- Chairman of the Court
- Director
- 2 Deputy Directors
- General Secretary of the Students' Union
- Vice-Chairman of the Finance and General Purposes Committee (Lay Governor)
- Lay Co-Chair of the Residences Management Committee

**Members nominated by the Nominations Committee and appointed by the Council:**

- Length of office: 3 years, renewable once.
- 2 lay governor members (Chairman's Group decided not to fill one - 3 Sept 2003)
  - 2 lay members (one is currently Vice-Chairman)



- 1 External Member

#### Members nominated by the Academic Nominations Committee and appointed by the Council:

Term of office: 3 years, renewable once

- 2 academic governor members
- 2 academic members

#### Membership

	Status/Structure	Term of office
Mr Brian Smith	Chairman, Finance and General Purposes Committee	1 Aug 2003-31 Jul 2008
Lord Grabiner of Aldwych	Chairman of the Court of Governors	ex officio
Howard Davies	Director	ex officio
Professor P Johnson	Deputy Director	ex officio
Professor S Worthington	Deputy Director	ex officio
Professor W T Murphy	Deputy Director	ex officio
Mr R Madlani	General Secretary of the Students' Union	ex officio
Mr R A Goeltz	Vice-Chairman of the Finance and General Purposes Committee	1 Aug 2003-31 Jul 2006
Professor C J Brown	Academic Governor	1 Aug 2003-31 Jul 2006
Vacancy	Academic Governor	
Vacancy	Academic Member	
Professor D Quah	Academic Member	1 Aug 2002-31 Jul 2005
Vacancy	Lay Governor	
Mr M Peacock	Lay Governor	1 Aug 2002-31 Jul 2005
Mr R Rutteman	External Member	9 Dec 2004-31 July 2007
Secretary	Mr A Farrell	

#### GRADUATE STUDIES SUBCOMMITTEE

Subcommittee of the Teaching Learning and Assessment Committee

#### Terms of reference

1. To consider proposals from departments and institutes for the establishment and modification of programmes for Graduate degrees and diplomas.
2. To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to graduate students in the School within degree and diploma programmes.
3. To approve proposals as in (1) and (2) above, subject only to:
  - i. the approval of the APRC as regards requirements for additional resources,
  - ii. the approval in principle of the TLAC for the deletion of a Graduate degree programme,
  - iii. the advice of the TLAC on programme degree proposals where deemed necessary by the Sub-Committee.
4. To keep under review all other regulations relating to graduate degrees and diplomas.
5. To approve the appointment of new and re-appointment of existing External Examiners for Graduate courses/programmes in line with School criteria, drawing on the advice of the TLAC where deemed necessary by the Sub-Committee.

#### Mode of Operation

1. To meet when required and normally at least twice a term.
2. To report to the Teaching, Learning and Assessment Committee.
3. To ensure that the business of the Subcommittee is publicised effectively so that representatives of departments and/or programmes are given an opportunity to comment on issues affecting them.
4. To invite any other person to attend its meetings to assist in the conduct of its business, always including the proposer of any business before the Subcommittee.
5. To appoint one of its members to the External Studies Subcommittee

#### Membership

- Chair (appointed by a process overseen by the Academic Nominations Committee)
- 2 elected members from each of the 5 Academic Board constituencies.
- 2 student members, 1 nominated by the Taught Graduate Students' Consultative Forum and 1 nominated by the Research Students Consultative Forum.

#### Membership

	Status/Structure	Term of office
Professor Y Rydin	Chairman, Graduate Studies Sub-Committee	1 Aug 2002 - 31 July 2006
Professor R Anderson	Group 1 Member	1 Aug 2003-31 Jul 2006
Dr S Powell	Group 1 Member	1 Aug 2005-31 Jul 2008
Professor C Coker	Group 2 Member	1 Aug 2004-31 Jul 2007
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
Professor Steven Alpern	Group 3 Member	1 Aug 2004-31 Jul 2007
Dr D Lewis	Group 4 Member	1 Aug 2005-31 Jul 2008
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 C Lewis	Group 5 Member	1 Aug 2005-31 Jul 2008
Vacancy	Student Member of Taught Graduate Students' Consultative Forum	1 Aug 2005-31 Jul 2006
Vacancy	Student Member of Research Students Consultative Forum	1 Aug 2005-31 Jul 2006
Secretary	Ms Elaine Hemmings	

#### HEALTH AND SAFETY COMMITTEE

Committee of the Council

#### Terms of reference

1. To consider and approve policies at a strategic level and agree performance standards recommending their adoption by the School, and by Council if

necessary.

2. To consider and adopt as appropriate reports and recommendations from the School's Health & Safety Officer and other 'Specialist Officers'.
3. Identify strategic priorities and necessary resources for managing risks and improving health and safety performance.
4. Monitor the implementation of the School's safety policy and progress made to achieve the performance standards.
5. Monitor the School's arrangements for developing health and safety competencies for managers and staff, and receive feedback on the progress made to identify training needs and deliver training programmes.
6. Monitor and review the implementation of the School's risk control systems, establish where necessary working groups to address particular risks.
7. Consider accidents and/or incidents and work related ill health statistics in order to identify any emerging trends or patterns.
8. Consider reports on visits, inspections or any enforcement action taken by the Health and Safety Executive, the London Fire & Emergency Planning Authority and other enforcing authorities.
9. Receive reports and feedback from Local health and safety forums or other relevant forums, groups or committees.

#### Membership

	Status/Structure	Term of office
Mr J Goudie QC	Chairman, Health & Safety Committee	1 Aug 2005-31 Jul 2008
Mr C Glasser	Lay Governor	1 Aug 2005-31 Jul 2008
Ms M Patterson	Lay Governor	1 Aug 2002-31 Jul 2005
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
Mr D Peppiatt	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
Ms S Errington	Students' Union representative	1 Nov 2004-31 Jul 2005
Mr R Madlani	Students' Union representative	1 Nov 2004-31 Jul 2005
Ms R Stephen	External Member	
Secretary	Ms A O'Brien	

#### HUMAN RESOURCES STRATEGY COMMITTEE

Committee of the Council

#### Terms of reference

1. 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
2. To recommend to Council any change to the strategic Human Resource objectives in the Strategic Plan approved by Council.
3. 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.
4. To refer to Council (or in emergency the Chairman's Group) any matters requiring Council's assent for legal reasons, or to meet other external requirements.
5. To report to Council as necessary and at least once a year.
6. To refer to the Finance and General Purposes Committee for examination any financial aspects of issues with which the Committee deals.
7. To liaise with the Remuneration Committee to ensure consistency of approach between the policies taken by the two Committees.  
Note: The School has agreed with HEFCE that the Remuneration Committee will report directly to Council on policy issues relating to the pay and terms and conditions of Professorial and Professorial-equivalent staff.
8. To report to the Academic Board at least once a year on issues relating to staffing policy developments affecting the Academic and Senior Research staff.
9. To seek advice from the Appointments Committee as necessary on the implications for academic standards of proposed changes to 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.
10. To establish Working Groups to consider particular issues following normal Council rules.

#### Membership

	Status/Structure	Term of office
Sir Anthony Battishill	Chairman, Personnel Strategy Committee	ex officio
Mr B Sanderson	Vice-Chairman of the Court	ex officio
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 of Manningham	Lay Governor	1 Apr 2002-1 Mar 2005
Vacancy	Lay member of the Council	1 Apr 2002-31 Jul 2005
Vacancy	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 QC	Chairman of the Court of Governors	ex officio
Presley Baxendale	Vice Chairman of the Court	ex officio
Howard Davies	Director	ex officio
Mr Brian Smith	Chairman, Finance and General Purposes Committee	ex officio
Professor T Besley	Chairman, STICERD Steering Committee	ex officio
Professor S Worthington	Deputy Director	ex officio
Mr S Barclay	Lay Member	1 Aug 2003-31 Jul 2006
Mr A Persaud	Lay Member	1 Aug 2003-31 Jul 2006
Vacancy	Lay Member	
Professor G Connor	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
Ms N Black	Treasurer, Students' Union	1 Nov 2005-31 Jul 2006
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.

**Quorum**

That the quorum for Language Centre Advisory Committee meetings be three.

**Mode of operation**

- To meet twice each academic year.
- To be chaired by the member of APRC.
- To report annually to the Academic Planning and Resources Committee.

**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
Professor W T Murphy	Co-Chairman (Deputy Director)	ex officio
Vacancy	Co-Chairman (Lay Governor)	

Ms J M Sykes	Librarian & Director of Information Services	ex officio
Mr A Hall	The Secretary & Director of Administration	ex officio
Ms S Errington	Students' Union Education and Welfare Officer	ex officio
Dr J Leape	Chairman of the Library User Committee	ex officio
Dr I Roxan	Representative of Information Service Users	ex officio
Vacancy	Lay Governor	
Representatives from each of the five groupings of academic departments		
Dr Susan Powell	Group 1 (Accounting & Finance)	until 31 Jul 2007
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	Dr Stuart Mitchell	

**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 R Madlani	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 Paul Johnson	Academic Member of Council	1 Aug 2004-31 Jul 2007
Professor Janet Hartley	Academic Member of Council	1 Aug 2004-31 Jul 2007
Dr Chaloka Beyani	Academic Member (not on the Court)	1 Aug-1999-31 Jul 2007
Professor Chrissi Avgerou	Academic Member (not on the Court)	1 Aug 2005-31 Jul 2008
Dr David Lane	Academic Governor	1 Aug 2004-31 Jul 2007
Secretary	Ms E Lowenthal	

**PROMOTIONS COMMITTEE****Terms of reference**

- To act as the decision-making body for individual proposals put forward under the Annual Review of the Academic Staff concerning Interim Reviews, Major Reviews (including award of Teaching Prizes to successful Major Review candidates) and Promotions, and to report decisions made in the context of the Annual Review of the Academic Staff to the Appointments Committee.
- To conduct an annual Review of policy issues and procedures relating to the Annual Review of the Academic Staff and to make recommendations as appropriate, to the Appointments Committee.
- To appoint a Sub-Committee of the Promotions Committee to:
  - consider requests put forward by Conveners for additional incrementation for non-professorial academic staff;
  - review - on Conveners' recommendations, the salary position of successful Annual Review candidates;
  - review annually, levels of honoraria for certain academic offices.
- To approve under delegated authority of the Appointments Committee, cases of Grade Review.
- To appoint a Sub-Committee of the Promotions Committee to:
  - consider requests from Conveners for the extension of appointments of Visiting Professors;
  - make recommendations concerning renewal of appointments or otherwise, to the Appointments Committee
- To consider and make recommendations to the Appointments Committee on policy issues relating to the recruitment of academic staff.
- 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, the Appointments Committee, and other School committees.

**Committee membership**

The Appointments Committee appoints as members of the Promotions Committee:

- the Director
- a Deputy Director
- the Vice-Chair of the Appointments Committee
- ten other permanent members of the Appointments Committee

The Conveners in each of the Academic Board Group 1-5 nominate a representative from their Group to serve on the Committee when a vacancy arises. The remaining five Committee members are nominated by the VCAC and may be drawn from any of the Groups. The selection procedure will ensure a gender balance, appropriate subject coverage across disciplines and no dilution of representation from smaller departments. Committee members are expected to take a School-wide view of the issues before them and not to represent departmental views.



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.

**Term of office**

One half of the elected members of the Promotions Committee retire each year, and no appointed member who has served a full term of office (which is normally two years) is re-eligible until three further years have elapsed. Casual vacancies are filled by the appointment of a new member drawn from the group in which the vacancy occurs, who will serve for the unexpired period of the appointment.

**Membership**

	<b>Status/Structure</b>	<b>Term of office</b>
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.

**Mode of Operation**

- To meet at least once a term. (*Note: two meetings a term are currently calendarised.*)
- To report to the Academic Board, make an Annual Report to the Board, act on its behalf on most matters within its remit, and make recommendations to the Board regarding major issues of general policy.
- To report regularly to the Appointments Committee on matters within its remit relating to academic standards.
- To consider and make recommendation to the Appointments Committee on the academic standards and purposes of research centres.
- To make recommendations to the Director for executive action in respect of applications for or acceptance of research grants and other matters within its terms of reference.
- To refer to the Academic Planning and Resources Committee any request it has for resources and the resource implications of any subjects it discusses.

**Membership**

- A Deputy Director (in the Chair)
- The Librarian and Director of Information Systems
- 2 academic members from each of the 5 academic groups (*Note: for this purpose, the Institutes and Research Centres form a separate group.*)

**Membership**

	<b>Status/Structure</b>	<b>Term of office</b>
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 B Buzan	Group 2 Member	1 Aug 2004-31 Jul 2007
Professor N Cartwright	Group 3 Member	1 Aug 2004-31 Jul 2007
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.

**Mode of Operation**

- To consider all representations and comments made by the Residences User Group.
- To meet at least once in each term.
- To report to the Finance & General Purposes Committee and, as required, to the Academic Planning and Resources Committee.
- To submit an Annual Report to the Student Affairs Committee

**Membership**

- A Lay Governor Member of the Finance & General Purposes Committee (Co-Chair)
- A Deputy Director (Co-Chair)
- A Dean (the two Deans will alternate on an annual basis)
- 2 representatives of Wardens and Academic Residents, one of whom will be the Chair of the Residences User Group and the other selected by the Wardens and Academic Residents
- 2 members of the Academic Board (not being members of the Residences User Group)
- 1 member of the Academic Planning and Resources Committee
- 2 students, 1 to be a Sabbatical Officer appointed by the Student Union and the other to be elected from among the student members of the Residences User Group)

**Membership**

	<b>Status/Structure</b>	<b>Term of office</b>
Sir Anthony Battishill	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		

**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.

**Mode of Operation**

- To oversee, within their given terms of reference, the activities of subordinate bodies reporting to the Committee.
- To meet at least once in each term, the exact frequency of meetings depending on the volume and nature of business. *Note: CPT proposes that 5 slots a session be calendarised for SAC initially.*
- To report to the Academic Board and submit an Annual Report to the Board.



4. To invite any person to attend its meetings to assist in the conduct of its business, including officers of the Students' Union for appropriate items.
5. To refer matters to other bodies, with any comment, where those bodies are responsible for them.
6. To liaise as appropriate with the TLAC and APRC about admissions.
7. To appoint members of the Committee to specific responsibilities such as coordinating meetings of Undergraduate Admissions Tutors, MSc Admissions Tutors, Financial Awards Panel, and Student Disciplinary, Grievance, and Appeal Panels and appointing the Chair of the Student Progress Panel.

**Membership**

- A Deputy Director (in the Chair).
- 1 elected member from each of the 5 Academic Board constituencies.
- 3 student members, one of whom shall be a sabbatical officer appointed by the Students' Union, one appointed by the Taught Graduate Students Consultative Forum and one appointed by the Research Students Consultative Forum.
- The Deans of Undergraduate Studies and Graduate Studies.
- The Teaching Learning and Development Officer (in attendance).
- The General Course Tutor (by invitation)

**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
M W Macfarlane	Sabbatical Officer of the Students' Union	1 Aug 2004-31 Jul 2005
Ankit Sreen	Student Member (Undergraduate)	1 Aug 2004-31 Jul 2005
Julianna Lassleben	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**

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

**Mode of operation**

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

**Membership**

- 2 Deputy Directors (one in the Chair)
- The Vice-Chair of the Academic Board
- The Convener of the Summer School
- The Head of the Research and Contracts Division
- The immediately preceding Convener of the Summer School
- 1 Academic Director of Summer School

**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 Mr L McKevitt		

**TEACHING LEARNING AND ASSESSMENT COMMITTEE**

Committee of the Academic Board

**Terms of reference***Teaching*

1. To develop policies and strategies for all aspects of teaching, learning, and assessment in the School.
2. To develop and monitor the size and balance of the portfolio of taught programmes conducted at undergraduate and graduate levels, within the resources permitted by the School.
3. To give approval for the deletion of degrees, diplomas, and other teaching programmes, including arrangements for collaboration with other institutions.
4. To provide advice to the Sub-Committees responsible for the approval of programme proposals where necessary.

*Research Training*

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

*Quality Assurance*

6. To establish and maintain effective policies and processes throughout the School for academic quality assurance.
7. 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.
8. To 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.
9. To provide advice to the Sub-Committees responsible for the appointment of external examiners as necessary.
10. To receive a digest of reports from external examiners and other external authorities and to ensure that appropriate responses are made to such reports.
11. To assess the implications of first and taught postgraduate examination results.

**Mode of Operation**

12. To oversee within their given Terms of Reference, the activities of the following subordinate bodies reporting to the committee, currently: •

- Undergraduate Studies Subcommittee
  - Graduate Studies Subcommittee
  - External Studies Subcommittee
  - Short Courses Subcommittee
- 13. To meet at least once in each term, the exact frequency of meetings depending on the volume and nature of business. *Note: CPT proposes that 5 slots a session be calendered for TLAC initially.*
- 14. To report to the Academic Board, submit an Annual Report to the Board, act on its behalf on most matters within the Committee's Terms of Reference and make recommendations to the Board regarding major issues of general policy affecting the academic life of the School and its development.

**Membership**

- A Deputy Director (in the Chair).
- 1 elected member from each of the 5 Academic Board constituencies
- The Chairs of the Undergraduate and Graduate Studies Subcommittees, and the External Studies Subcommittee.
- The Deans of Undergraduate and Graduate Studies.
- 2 Students: a Sabbatical Officer of the Students' Union and a research student nominated by the Research students' Consultative Forum.
- The Academic Registrar, the Director of the Teaching and Learning Centre and the Deputy Librarian (in attendance).

**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	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
Ms S Errington	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 and Ms L Green		

**UNDERGRADUATE STUDIES SUBCOMMITTEE**

Subcommittee of the Teaching, Learning and Assessment Committee

**Terms of reference**

1. To consider proposals from departments and institutes for the establishment and modification of programmes for undergraduate degrees and diplomas.
2. To consider proposals from departments and institutes for the establishment and modification of component courses to be offered to undergraduate students in the School within degree and diploma programmes.
3. To approve proposals as in (1) and (2) above, subject only to:
  - i. the approval of the APRC as regards requirements for additional resources,
  - ii. the approval in principle of the TLAC for the degree or diploma problem,
  - iii. the advice of the TLAC where deemed necessary by the Sub-Committee.
4. To keep under review all other regulations relating to undergraduate degrees and diplomas, including the General Course.
5. To approve the appointment of new and re-appointment of existing external examiners for undergraduate courses/programmes in line with School criteria, drawing on the advice of the TLAC where deemed necessary by the Sub-Committee.

**Mode of operation**

1. To meet when required and normally at least twice a term.
2. To report to the Teaching, Learning and Assessment Committee
3. To ensure that the business of the Subcommittee is publicised effectively so that representatives of departments and/or programmes are given an opportunity to comment on issues affecting them.
4. To invite any other person to attend its meetings to assist in the conduct of its business, always including the proposer of any business before the Subcommittee.
5. To appoint one of its members to the External Studies Subcommittee.

**Membership**

- Chair (appointed by a process overseen by the Academic Nominations Committee)
- 1 elected member from each academic department, and from each institute (excluding DESTIN and the Gender Institute) and from the Language Centre (21)



- 1 nominated by the Students' Union and 1 by the Undergraduate Students Consultative Forum.

### Membership

	Status/Structure	Term of office
Dr S Smithson	Chairman, Undergraduate Studies Subcommittee	1 August 2004 - 31 July 2007
Dr L Kurunmaki	Academic Member	
Dr F Cannell	Academic Member	
Dr T Nicholas	Academic Member	
Mr A Marin	Academic Member	
Professor C Whitehead	Academic Member	
Dr M Mason	Academic Member	
Mr J Madeley	Academic Member	
Ms S Fernie/Dr G Toegel	Academic Member	
Dr J Liebenau	Academic Member	
Dr N Ashton	Academic Member	
Dr C Alden	Academic Member	
Dr E Micheler	Academic Member	
Mr N Byrne	Academic Member	
Dr D Lane	Academic Member	
Dr M Luczak	Academic Member	
Dr G Appa	Academic Member	
Dr R Bradley	Academic Member	
Dr G Bridge	Academic Member	
Dr B Franks	Academic Member	
Dr E Weinberg	Academic Member	
Dr M Knott	Academic Member	
Dr C Phillips	Academic Member	
	1 Student Member of Undergraduate Students Consultative Forum	
	1 Student Member	

Secretary Ms Louisa Green

### WIDENING PARTICIPATION STEERING GROUP

Committee of the Council

#### Terms of reference

1. To monitor and evaluate the School's activities in widening participation at the undergraduate level
2. To consider future activities in widening participation and make recommendations accordingly

#### Mode of Operation

1. The Group will meet as required but at least once in each term
2. The Group will make recommendations to all committees and Officers as appropriate, and will make annual reports to the Admissions Committee and the Council.

### Membership

	Status/Structure
Professor R Richardson	Deputy Director (Chair)
Lord Judd	Lay Governor
Mr B Holmes	Lay Governor
Ms M Hyde	Lay Governor
Ms A Page	Lay Governor
Professor J Hartley	Vice-Chair of the Academic Board
Dr A Wells	Chair of Undergraduate Studies Sub-Committee
Mr M Hoffman	Dean of Undergraduate Studies
George Kiloh	Academic Registrar
Mrs R Gosling	Programme Director for External Study
Dr Anne West	Director of the Centre for Educational Research
Mr N Byrne	Director of the Language Centre
Mr M Anthony	An Undergraduate Admissions Tutor
Mr W Macfarlane	General Secretary of the Students' Union
Secretary Mr Phil Moss	

### LSE HONORARY FELLOWS

- Her Majesty Queen Margrethe II of Denmark HonLLD HonPhD
- Dr John Ashworth MA PhD DSc FIBiol
- Professor Kader Asmal LL.M.
- 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 FRCM HonMRNCM
- Rt Hon Kim Campbell QC BA LLB LLD
- Sir Bryan Carsberg MScEcon MA FCA HonScD HonDLitt HonDU HonLLD
- Dr Christine Challis BA PhD
- The Hon. Dame Mary Eugenia Charles BA LL.M.
- 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
- Lord Croham GCB BSc(Econ) HonDSc
- President Kim Dae-jung MA PhD
- Lord Dahrendorf KBE FBA DrPhil PhD DLitt LLD DSc DUniv DrScPol DHL HonDr DSSc HonMRIA Hon FRCS FRSA
- E L Dalemont DEnD Croix de Guerre Off.Lég.d'Honn. Com.Ordre nat.du Merité
- Professor Sir Partha Dasgupta PhD FBA
- A C L Day BA
- Mr Nitin Desai BA MSc
- A L Diamond LL.M. HonMRCP
- D V Donnison BA HonDLitt
- Lord Donoghue MA DPhil FRHistS
- R P Dore CBE BA FBA HonMem Japan Academy HonMem AAAS
- R Dumas LEnD Croix de Guerre Chev.Lég. d'Honn Croix du Combattant Volontaire Grand Cruz de la Orden de Isabella la Católica HonLLD
- Professor James Durbin MA 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 MIAASC 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
- Professor Lord Giddens BA MA 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
- Sir Samuel Goldman KCB MScEcon
- David Goldstone LLB
- W Guth DrRerPol
- F H Hahn BSc(Econ) MA PhD HonDSocSci HonDLitt DrHC HonDSc FBA
- Professor A H Halsey BSc(Econ) PhD MA HonDSocSci
- Hon Keith Hancock AO BA PhD HonDLit FASSA
- Zena Harman BSc(Econ)
- Mr Ian Hay Davison BSc
- Professor Peter J Hennessy BA PhD (Cantab) FRHistS HonDLitt AcSS
- Dame Rosalyn Higgins DBE JSD FBA QC MA LLB Dr hc Hon DCL Hon LLD
- The Lady Howe of Aberavon CBE JP BScSocSci HonLLD DUniv HonDLitt
- Syed Shahid Husain BA BSc MA
- Rt Hon Lord Irvine of Lairg QC BA MA LLB HonLLD
- Hon J E Isaac AO PhD HonDEcon HonDCom FASSA
- Sir Mick Jagger KBE
- Pierre Daniel Joxe LLB, KBE
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- Jan Michael Kavan BSc
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- Professor Lord Layard BA MSc
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- A D Knox CMG BA
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- R W Lyman BA LL.D. MA PhD LHD FRHistS
- N I MacKenzie BSc(Econ) HonDUniv FRSL
- Mr Keith Mackrell BSc(Econ) HonDUniv FRSL
- Sir Gordon Manzie KCB BSc (Econ) HonFCIOB
- Lady McGregor of Durris BA JP
- W R Mead DScEcon HonDPhil FBA HonPhD
- Professor Kenneth Robert Minogue
- Mr Shirish Jamnades (Shandi) Modi BSc(Econ) MSc
- Datuk Mokhzani Bin Abdul Rahim BA MA PhD DPMP JMN
- Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS
- Lord Claus Moser KCB CBE FBA BSc(Econ) HonDUniv HonDSc HonDSc(Econ) HonDTech HonDSocSci DrHC HonDLitt HonDr HonFRAM Com.Nat.Ordre du Merité
- K R Narayanan MA BSc(Econ) HonDSc
- E P Neufeld BA PhD
- Mr Jorma Ollila MSc(PolSci) MSc(Econ) MSc(Eng) HonPhD HonDSc
- Professor Peter Paret BA PhD LittD DLitt LHD
- J Garcia Parra MA MScEcon
- Sir Indraprasad G Patel KBE BA PhD
- Sir Alan Peacock DSC MA HonDEcon HonDUniv HonDSocSci HonLLD FBA FRSE For.Fellow Academia Nazionale dei Lincei, Rome
- Lord Peston BSc(Econ) HonDed
- John Pike CBE MA Penglima Negara Bintang Sarawak
- Romano Prodi Libera Docenza
- K N Raj MA PhD CorrespFBA
- Dr the Hon Navinchandra Ramgoolam LRCP LRCSI LLB
- Sir Shridath Ramphal OE OCC ONZ AC GCMG LL.M. QC HonLLD HonDoc HonDCL HonDLitt Albert Medal RSA
- Professor Sir Adam Roberts KCMG FBA BA MA
- B C Roberts MA
- Mrs Mary Robinson BA LLB LL.M.
- D Rockefeller BS PhD HonLLD HonDEng
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- P A Samuelson MA PhD LLD DLitt DSc FBA
- Lord Scarman OBE MA HonLLD HonDCL HonDUniv QC
- Arthur Seldon CBE BCom HonDSocSci HonDSc
- Amartya Kumar Sen BA MA PhD HonDLitt HonDU HonDSc FBA
- Samar Ranjan Sen MA PhD
- His Excellency Narcis Serra ProfEcon
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- Eiji Toyoda BSME
- Dr S Toyoda BEng DrEng
- V L Urquidí HonCBE BCom Com.Ordre des Palmes Academiques, Gran Cruz de la Orden de Alfonso X el Sabio Com.Lég.d'Honn.
- Mr Paul A Volcker AB MA HonDr
- Takeshi Watanabe OST(1st)
- Professor Lord Wedderburn of Charlton QC MA LLB (Cantab) Hon DGIUR (Pavia) Hon DEcon (Siena) Hon LLD (Stockholm) Hon Fellow Clare College Cambridge FBA
- Mr Stephen Wheatcroft OBE BSc(Econ) FCIT FRAES
- Lord Wilson of Dinton KCB BA LLB
- M J Wise CBEMC BA PhD HonDSc HonDUniv FRSA FRGS HonFLI
- Lord Wolfson of Marylebone FBA
- Professor Sir Tony Wrigley MA PhD FBA
- B S Yamey CBE BCom FBA
- Professor Michael Zander QC BA LLB (Cantab) LL.M. (Harvard) June 2005



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 Dr Elisabetta Bertero  
 Professor Sudipto Bhattacharya  
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 Professor Michael Bromwich  
 Professor Gregory Connor  
 Dr Jon Danielsson  
 Dr Amil Dasgupta  
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 Professor David Webb  
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 Ms Heather Ennoui *Programme Manager*  
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 Ms Emma Taverner *Administrative Assistant/PA*  
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 Miss Alice Williams *Departmental Web Editor*  
 Dr Linda Yueh *Departmental MSc Tutor*  
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 Professor Paul Cheshire  
 Professor Stuart Corbridge  
 Dr Steve Gibbons  
 Professor Ian Gordon  
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 Mrs Marion O'Connell *Clerk/Typist*  
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 Ms Susan Sharkey *Programme Administrator*  
 Mr Colin Stephen *Department Website Manager*  
 Ms Jill Stuart *Part Time Administrative Assistant*  
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 Ms Caroline Weston *MPA Programme Development Manager (maternity cover)*

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 Dr John Logan  
 Dr Mary Logan  
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## Information Systems

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 Dr Tony Cornford  
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 Dr William Venters  
 Dr Edgar Whitley  
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 Miss Natalie Dawkins *Administrative Assistant*  
 Mrs Sarah Emery *Departmental Manager*  
 Mrs E S Keys *Research Coordinator*

**International History**

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 Dr Antony Best  
 Dr Robert Boyce  
 Dr Steven Casey  
 Dr Joya Chatterji  
 Dr David Easter  
 Dr Professor Janet Hartley  
 Dr Timothy Hochstrasser  
 Mr Paul Keenan  
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 Dr Kirsten Schulze  
 Dr Alan Sked  
 Dr Kristina Spohr Readman  
 Professor David Stevenson  
 Professor Arne Westad (*Convener*)  
 Mrs Nayna Bhatti *Administrative Assistant*  
 Ms Susan Collier *Administrative Assistant*  
 Mrs Carol Toms *Departmental Manager*  
 Dr Svetozar Rajak *Managing Director, Cold War Studies Centre*

**International Relations**

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 Dr Roy Allison  
 Ms Philippa Atkinson  
 Dr Federica Bicchi  
 Professor Chris Brown (*Convener*)  
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 Dr Jeffrey Chwieroth  
 Professor Christopher Coker  
 Professor Michael Cox  
 Dr Katerina Dalacoura  
 Dr Mark Duckenfield  
 Dr Spyros Economides  
 Dr Robert Falkner  
 Dr Jurgen Haacke  
 Professor Fred Halliday  
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 Dr Andrew Walter  
 Dr Peter Wilson  
 Mr Stephen Woolcock  
 Ms Alison Carter *Secretary/Administrator*

[Vacancy] *Secretary/Administrator*  
 [Vacancy] *Secretary/Administrator*  
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 Jean-Pierre Zigrand, PhD (Chicago), Lecturer in Accounting and Finance  
 Monika Zulauf, BA (Middlesex) MSc PhD (London), TH Marshall Fellow, Social Policy

## VISITING AND LSE CENTENNIAL PROFESSORS

L Anderlini, BP Centennial Professor in Economics  
 A Aust, Visiting Professor of Law  
 J F Avery-Jones, Visiting Professor of Economics  
 C Bana E Costa, Visiting Professor of Operational Research  
 C Bean, Visiting Professor of Economics  
 I Begg, Visiting Professor of European Institute  
 W Blair, Visiting Professor of Law  
 T Boje, Visiting Professor of Social Policy - CCS  
 Sir John Bourn, Visiting Professor of Government  
 W Buiter, Visiting Professor of Economics  
 R Burdett, Centennial Professor of Sociology  
 D Cairns, Visiting Professor of Accounting and Finance  
 R Cassen, Visiting Professor of Social Policy and Administration  
 S Collington, Visiting Professor of European Institute  
 R Cranston, Visiting Professor of Law  
 J Falkingham, Visiting Professor of Social Policy  
 J Fan, Visiting Professor of Statistics  
 M Galanter, Centennial Professor of Law  
 R Galliers, Visiting Professor of Information Systems  
 M Gammie, Visiting Professor of Law  
 P Gould, Visiting Professor of Media and Communications  
 E Guild Visiting Professor of Law  
 P Hall, Visiting Professor of Statistics  
 Sir P Hall, Visiting Professor, LSE London  
 O Hanseth, Visiting Professor of Information Systems  
 O Hart, Centennial Professor of Economics  
 F Heidenshohn, Visiting Professor of Sociology  
 P D Henderson, Visiting Professor in the Interdisciplinary Institute of Management  
 W Holland, Visiting Professor, LSE Health  
 A Hussain, Visiting Professor of Sociology  
 B Katz, Visiting Professor of Social Policy, Centre for Social Exclusion  
 J Kay, Visiting Professor of Economics  
 I Kennedy, Visiting Professor of Law  
 R Kiesel, Visiting Professor of Statistics  
 M King, Visiting Professor of Economics  
 R Klein, Visiting Professor of Social Policy  
 A Lee, Visiting Professor of Information Systems  
 J S MacNicol, Visiting Professor of Social Policy



L M P Maduro, Visiting Professor of Law  
 B McCormick, Visiting Professor of Social Policy  
 R McCormick, Visiting Professor of Law  
 A McKnight, Visiting Professor of Law  
 H Melody, Visiting Professor in Media and Communications  
 A Mitsos, Visiting Professor in the European Institute  
 P Muchlinski, Visiting Professor of Law  
 G Mulgan, Visiting Professor of Government  
 D Nelken, Visiting Professor of Law  
 D Oliver, Visiting Professor of Law  
 S Orbach, Visiting Professor of Sociology  
 R Paul, Visiting Professor of Information Systems  
 T Persson, Centennial Professor of Economics  
 L Phillips, Visiting Professor of Operational Research  
 W Plowden, Visiting Professor of Government  
 M Punch, Visiting Professor in the Mannheim Centre  
 M Redhead, Visiting Professor of Philosophy  
 R Salecl, Centennial Professor of Law and Sociology  
 R Saltman, Visiting Professor of Social Policy  
 S Sassen, Centennial Professor of Geography  
 R Singh, Visiting Professor of Law  
 F Snyder, Centennial Professor of Law  
 E Sober, Visiting Professor of Philosophy  
 E Soja, Centennial Professor of Social Policy  
 D Soskice, Centennial Professor in the European Institute  
 D Sperber, Visiting Professor of Anthropology  
 N Stern, Visiting Professor of Economics  
 S Stevens, Visiting Professor of Social Policy  
 P Taylor, Visiting Professor in the European Institute  
 G Teubner, Centennial Professor of Law  
 A Turner, Visiting Professor in the Centre for Economic Performance  
 R Turvey, Visiting Professor in Regulation jointly in the departments of Government/Geography and Environment  
 J Vaupal, Visiting Professor of Social Policy  
 S Wadhvani, Visiting Professor of Economics  
 G Wistow, Visiting Professor of Social Policy  
 P Wood, Visiting Professor of Law

## EMERITUS PROFESSORS AND EMERITUS READERS

P Abell, BSc PhD (Leeds), Emeritus Professor of Management  
 R F G Alford, BSc(Econ), Emeritus Reader in Economics  
 M S Anderson, MA PhD (Edinburgh) FRHistS, Emeritus Professor of International History  
 A C Atkinson, MA (Cantab) DIC PhD, Emeritus Professor of Statistics  
 D E Baines, BSc(Econ), Emeritus Reader in Economic History  
 M Banks, BSc (Econ) MA (Lehigh), Emeritus Reader in International Relations  
 E Barker, BScSoc PhD, Hon PhD (Copenhagen) OBE, FBA, Emeritus Professor of Sociology with Special Reference to the Study of Religion  
 B Barry, MA (Oxon) DPhil (Oxon) FBA, Emeritus Professor of Political Science  
 D J Bartholomew, BSc PhD FBA, Emeritus Professor of Statistics  
 W T Baxter, BCom PhD CA, Emeritus Professor of Accounting  
 D Billis, BSc(Econ) PhD, Emeritus Reader in Social Service Organisation  
 M Bloch BA PhD FBA, Emeritus Professor of Anthropology  
 D Cameron Watt, MA (Oxon) DLitt (Oxon) FRHistS FBA, Emeritus Professor of International History  
 R Chapman, MA (Oxon) BD MA PhD FRSA, Emeritus Professor of English Studies  
 J C R Charvet, MA (Cantab) BPhil (Oxon) Emeritus Professor of Political Science  
 S Cohen, BA PhD, Emeritus Professor of Sociology  
 Lord Desai of St Clement Danes, MA (Bombay) PhD (Pennsylvania), Emeritus Professor of Economics  
 S Dev, OBE MSc FCCA ATII, Emeritus Professor of Accounting  
 A L Diamond, LLM Hon MRCP, Emeritus Professor of Law  
 D R Diamond, MA (Oxon) MSc (North Western), Emeritus Professor of Geography  
 M D Donelan, MA (Oxon), Emeritus Reader in International Relations  
 A S Douglas, CBE MA PhD (Cantab) BSc(EstMan) FBCS FIMA FRSA, Emeritus Professor of Computational Methods  
 D M Downes, BA (Oxon) PhD, Emeritus Professor of Social Administration  
 J Durbin, MA (Cantab), Emeritus Professor of Statistics  
 P Earle, BSc(Econ) PhD FRHistS, Emeritus Reader in Economic History  
 H C Edey, Hon LLD (CNA) BCom FCA, Emeritus Professor of Accounting  
 R C Estall, BSc(Econ) PhD, Emeritus Professor of Economic Geography of North America  
 R M Farr, BA MA PhD DSc (Belfast) CPsychol FBPSS FRSA, Emeritus Professor of Social Psychology

L P Foldes, BCom MSc(Econ), Emeritus Professor of Economics  
 J B Gillingham, BA BPhil (Oxon), Emeritus Professor of History  
 H Glennerster, BA (Oxon), Emeritus Professor of Social Administration  
 S Gomulka, MSc PhD, Emeritus Reader in Economics  
 A L Gooch, MA (Edinburgh) Comendador De La Orden Del Merito Civil, Emeritus Reader in Spanish  
 C A E Goodhart, CBE BA(Econ) (Cantab) PhD (Harvard), FBA, Emeritus Professor of Banking and Finance  
 J A G Griffith, Hon LLD (Edinburgh, Manchester and York, Ont.) LLM FBA, Emeritus Professor of Public Law  
 J Hajnal, MA (Oxon) FBA, Emeritus Professor of Statistics  
 J E Hall Williams, LLM (Wales) Hon LLD (John F Kennedy), Emeritus Professor of Criminology with Special Reference to Penology  
 C R Harlow, QC, FBA, LLB LLM PhD, Emeritus Professor of Law  
 T C Hartley, BA LLB (Cape Town) LLM, Emeritus Professor of Law  
 B Hindley, AB PhD (Chicago), Emeritus Reader in Trade Policy Economics  
 D Jones, BSc CGeog FGS, Emeritus Professor of Geography  
 E Jones, MSc PhD (Wales) DSc (Belfast), Emeritus Professor of Geography  
 G W Jones, OBE MA DPhil (Oxon) FRHistS, Emeritus Professor of Government  
 J S La Fontaine, BA PhD (Cantab), Emeritus Professor of Anthropology  
 A H Land, BSc(Econ) PhD, Emeritus Professor of Operational Research  
 F Land, PhD, Emeritus Professor of Information Systems  
 C M Langford, BSc(Soc), Emeritus Reader in Demography, Social Policy  
 Lord Layard of Highgate, MSc(Econ), Emeritus Professor of Economics, Co-Director of the Centre for Economic Performance  
 W Letwin, BA PhD (Chicago), Emeritus Professor of Political Science  
 I M Lewis, BSc (Glasgow) BLitt DPhil (Oxon) FBA, Emeritus Professor of Anthropology  
 M Light, BSc (Hons) BSc PhD, Emeritus Professor of International Relations  
 P Loizos, BA (Cantab) MA (Pennsylvania) PhD, Emeritus Professor of Anthropology  
 D A Martin, BScSoc PhD, Emeritus Professor of Sociology  
 J E Martin, BSc(Econ) PhD, Emeritus Reader in Economic Geography  
 J B L Mayall, BA (Cantab), Emeritus Professor of International Relations  
 A S Milward, BA PhD FBA, Emeritus Professor of Economic History  
 K R Minogue, BA (Sydney) BSc, Emeritus Professor of Political Science  
 T P Morris, BScSoc PhD, Emeritus Professor of Criminology and Criminal Justice  
 Nicos Mouzelis, LScCom LscSoc (Geneva) PhD, Emeritus Professor of Sociology  
 H Myint, MA (Oxon) PhD, Emeritus Professor of Economics  
 I H Nish, MA (Edinburgh) MA PhD, Emeritus Professor of International History  
 A N Oppenheim, BA (Melbourne) PhD, Emeritus Reader in Social Psychology  
 R A Pinker, Certificate in Social Science and Administration BScSoc MSc(Econ), Emeritus Professor of Social Administration  
 D E G Plowman, BA (Oxon) MA (California), Emeritus Professor of Social Administration  
 J Potter, BA MA(Econ) (Manchester), Emeritus Reader in Economic History with special reference to the USA  
 R Richardson, BSc MA PhD, Emeritus Reader in the Institute of Management  
 B C Roberts, MA (Oxon), Emeritus Professor of Industrial Relations  
 J Rosenhead, MA (Cantab) MSc, Emeritus Professor of Operational Research  
 S B Sainsbury, BA DipSocAdmin, Emeritus Reader in Social Policy  
 L Sklair, BA MA PhD, Emeritus Professor of Sociology  
 A D S Smith, BA (Oxon) Cert Pols (Bruges) MSc PhD Dip Hist.Art PhD, Emeritus Professor of Ethnicity and Nationalism  
 G Smith, BSc(Econ) PhD, Emeritus Professor of Government  
 M D Steuer, BS MA (Columbia), Emeritus Reader in Economics  
 P G Taylor, BA MSc(Econ) (Wales) PhD, Emeritus Professor of International Relations  
 J Thomas, Emeritus Reader in Economics  
 W Wallace, BA PhD, Emeritus Professor of International Relations  
 Lord Wedderburn of Charlton, QC MA LLB (Cantab) Hon DGIur (Pavia) Hon DEcon (Siena) Hon LLD (Stockholm) Hon Fellow Clare College Cambridge FBA, Emeritus Professor of Commercial Law  
 G Wilson, MA (Cantab) MA PhD, Emeritus Reader in Social Policy and Ageing  
 M J Wise, CBE MC BA PhD Hon DSc (Birmingham) DUUniv (Open) FRSA FRGS Hon FL, Emeritus Professor of Geography  
 M B Yahuda, BA MSc (Econ), Emeritus Professor of International Relations  
 B S Yamey, CBE BCom (Cape Town) FBA, Emeritus Professor of Economics  
 E G Zahar, MA (Cantab) MSc PhD, Emeritus Reader in Logic and Scientific Method  
 M Zander, BA LLB (Cantab) LLM (Harvard), Emeritus Professor of Law

## OTHER STAFF

### Director's Office

Executive Officer to the Director Joanne Hay  
 Director's Personal Secretary Rachel Gibson  
 Administrative Assistant Claire Pacheco McNabb

### Deputy Directors' Office

PA's to Professor Paul Johnson, Professor Tim Murphy, Professor Sarah Worthington Barbara Hay, Geraldine Miric  
 Executive Officer to Deputy Directors Salome Van Jaarsveld  
 Assistant to the Milliband Programme Kerstin Klein

### The Central Administration

SECRETARY AND DIRECTOR OF ADMINISTRATION Adrian Hall  
 DIRECTOR OF FINANCE AND FACILITIES Andrew Farrell  
 DIRECTOR OF BUSINESS AND ENTERPRISE Neil Gregory  
 Executive Officer to Secretary and Director of Administration Yolanda Caramba-Coker  
 Personal Assistant to the Director of Finance and Facilities Cecilia Okereke

### Academic Registrars Division

Academic Registrar Simeon Underwood  
 Secretary to the Academic Board Ian Stephenson  
 Personal Assistant Linda Newman  
 Secretary to the Deans Nicky Dallen

### Recruitment and Admissions

Head of Recruitment and Admissions Catherine Baldwin  
 Admissions Officer Hriina Lock [maternity leave from 23 May 2005 to January 2006]

### UNDERGRADUATE ADMISSIONS

Undergraduate Admissions Officer Kate Lancey  
 Office Manager Andrea Henrichfreise  
 Admissions Assistants Richard Killick, Yvonne Latimer, Cristy Meadows, Hannah Obeng  
 Admissions Specialists Margaret Couling, Surinder Notay

### GRADUATE ADMISSIONS

Graduate Admissions Manager Simon Beattie  
 Office Manager Julia Gallimore  
 Deputy Office Manager Steve Laking  
 Admissions Assistants Richard Appleby, Fahmina Begum, David Bullen, Rukshana Chowdhury, Adam Christmas, Sophia Douglas, Tim Hogbin, Judith Josiah, Robert Millett, Indra Panch, Bindeva Patel, Bryan Pilkington, Matthew Rowley, Caroline Sims

### STUDENT RECRUITMENT AND WIDENING PARTICIPATION

Student Recruitment Manager (UK and Europe) Phil Moss  
 Student Recruitment Officer Alice Linden  
 Student Recruitment Assistant Hamish McKay  
 Widening Participation Officer Katy Redfern  
 Widening Participation Assistants Gino Graziano, Helen White  
 Manager (Overseas) Anna Debska  
 Student Recruitment Officer Will Breare-Hall  
 Assistants Hilary Webb, [vacancy]  
 Editorial Assistant Gloria Henshaw  
 Student Volunteering Co-ordinator Rebecca Milton

### Teaching Quality and Review

Assistant Registrar Louisa Green  
 Administrative Officers Elaine Hemmings, Alison Taylor  
 Administrative Assistant/Office Manager Debbie Heath  
 Statistical Assistant Caroline Wilson

### Student Administration

Head of Student Administration Mark Maloney  
 Deputy Head of Student Administration (Services) Ray Donovan-Hill  
 Deputy Head of Student Administration (Operations) Elena Lo  
 Assessment Regulations Manager Mark Thomson  
 Service Quality Manager Maya Schram

### ADVICE AND RECEPTION

Manager Katie Porrer  
 Deputy Manager Michelle Ward  
 Assistants Sarah Bailey, Charlotte Evans, Hannah Wood, [vacancy]

### DATA QUALITY

Manager Dan White  
 Senior Assistant Mark Devlin

### EXAMINATIONS AND CEREMONIES

Manager Paul Aristides  
 Assistants Kirsty Pope, Chris Ryans

### FINANCIAL SUPPORT

Manager Danuta Zalega  
 Deputy Managers Rose Harris, Catherine Osley  
 Assistants Pam Rungen, Catherine Todd

### REGISTRATION AND ASSESSMENT

Deputy Managers Kate Evans, Marion Hancock  
 Senior Assistant Irena Rach  
 Assistants Jill Callender, Maria Devine, Emma Gray, Patricia Lawrence, Larissa Leech, Daniel Peel

### RESEARCH DEGREES

Manager Derek Cook  
 Assistant Manager Matthew Brack  
 Assistant Alexandra Nuttall

### TIMETABLES

Manager Linda Taylor  
 Deputy Manager Mandy Li  
 Assistant Stephen Parratt

### External Study

Director of External Study Rosie Gosling  
 Personal Assistant Fay Strachan  
 Administrative Officer (External Study) Nancy Korman  
 Publications and Systems Officer Kate Barker  
 Student Support Officer Catherine Lester  
 Note: The External Study section will be joining the Special Taught Programmes Unit in the summer of 2005.

### British Journal of Sociology

Journal Manager Jacqueline Gauntlett

### Careers Advisory Service

University of London Careers Service in the School  
 Head of Careers Fiona Sandford  
 Careers Information and Research Manager (Acting) Angela Clee  
 Employer Liaison Officer (Vacancies) Claire Crosby  
 Employer Liaison (Events) Sophie-Mette Skade Rasmussen  
 Careers Information Officer Kezia Richmond  
 Careers Advisers Shaun Harris, Susie Lawrence, Lesley Martin, Iain McLoughlin, Gary Woodward

### Centre for Learning Technology

Director: Centre for Learning Technology Stephen Ryan  
 Learning Technologists Stephen Bond, Sarah Leach  
 Research Officer Frederico Matos

### The Chaplaincy

Anglican Chaplain The Revd David Peebles  
 R.C. Chaplain Fr. Tim Calvert O.P.  
 Orthodox Chaplain Fr. Alexander Fostirpoulos  
 Free Church Chaplain [vacancy]

### Estates

Facilities and Projects  
 Director of Estates Chris Kudlicki  
 Services Manager Robert Marsh  
 Accounts Administrator Jaspreet Amole  
 Assistant Maintenance Technician Steven Jessup

### Projects and Operations

Head of Capital Development Julian Robinson  
 Head of Building Services Keith Foot  
 Maintenance Manager Paul Franklin  
 Project Managers Pat Causley, Emma Lovegrove  
 Energy Manager Fayyaz Malik  
 Controls Engineer Roger Bridgeman  
 Senior Maintenance Supervisor Malcolm Callender  
 Maintenance Supervisors Andrew France, Victoria Sweet  
 Senior Maintenance Technicians Cliff Begley, David Church, Mick Dufty, Norman Evans,  
 Dominic Gallagher, Robert McAlpine, Gerard McCormack, Logan Webley  
 Maintenance Technicians Terry Carpenter, Steven Clogg, Anthony Hough, David Ogwok, Daniel Smith  
 Maintenance Assistants Vhon Barrett, Alan Kirby, Alex Martin  
 Building Stewards Somboon Flint, Alex Vargas



*Help Desk Technician* Felix Nelson  
*Help Desk Support* John Cottee  
*Head Storekeeper* Peter Fennelly  
*Secretaries* Maxine Brennan, Chantel Macedo

#### Planning

**Director of Estates (Planning)** Richard Taylerson  
*Administrative/Project Support Officer* Araminta Barlow  
*Administrative Officer* Toby Fuhrman  
*IT Administrator* Mark Atkinson  
*Facilities Manager* Harry Edwards  
*Technical Assistant* Lauren Allier

#### Security and Porters

*Head of Security* Bernie Taffs  
*Deputy Head of Security* Graham Shillabeer  
*Assistant Head of Security* Richard Mulcahy  
*Team Leader* Vic Finnigan  
*Deputy Team Leader* John Newman  
*General Service Porters* Derek Chin, Bertland Kidd, Desroy McPherson, William Ruddy

#### Reception Control/Security

*Day Security Team Leaders* Peter Anastasi, John Crean, Frankie Okunnu, Ian Quick  
*Deputy Team Leaders* Bill Armstrong, Michael McLeod, William Sweetman  
*Security Officers* Fei Li, Zahid Mahmood, Byron Richards  
*Day Security* Andrea Bramm, Natasha Clarke, Becky Erhabor, Taieb Frini, Robert Hamlin, Justin Hardy, Irene Huls, Shaun Jordan, John Linehan, Timothy Linehan, Ian Marston, Michael McLeod, Michael Nadi, Emmanuel Odogwu, Toyin Olomoofo, Alvarez Thompson, Paul Westall  
*Night Security Team Leader* William Teah  
*Deputy Night Security Team Leader* Darryl Steers  
*Night Security* Brendan Conroy, Lawrence Gibbons, Richard Holt, Ronnie Klein, Taiwo Kusimo, John Nava, Kennedy Ntambi

#### Supplies

*Stores Supervisor* Ronald Dale

#### Reprographics

*Reprographics Manager* Graham Mackley  
*Deputy Reprographics Manager* Peter White  
*Production Manager* Raymond Barker

#### Post Room

*Post Room Supervisor* Anthony Simpson  
*Post Room Assistants* Oswin Husbands, David Keenan, Eric Weldon, Martin Wright  
*Services Assistants* Richard Burgos, David Tyndall

#### 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* Alex Altman, Geetha Sugumar  
*Assistant Management Accountants* Liz Bunting, Ellen Fraser  
*Assistant Accountant* David Ealing  
*Secretary/Administrative Assistant & PA to Director and Head of Finance Division* Linda Sclanders

#### Pensions Office

*Superannuation Officer* Jennifer Casey  
*Assistant Superannuation Officer* Surinder Sharma

#### Cashier Section

*Chief Cashier* Maggie Spratt  
*Cashiers* Isidore Dossouhon, Rudra Ghosh

#### Fees & Income Section

*Fees Manager* Sean McNally  
*Deputy Fees Manager* Sean Chlids  
*Fees Administrators* Margaret Benjamin, Noeline Coeur-De-Lion, Hughie Teape, Garikai Takawira

#### Purchase Ledger Section

*Purchase Ledger Supervisor* Stuart Sharkey  
*Deputy Head of Purchase Ledger* Sally Oates  
*Senior Purchase Ledger Clerk* Neisha Wong  
*Accounts Clerks* Andrea Gage, Adrian Todd

#### Credit Control

*Credit Controller* Anthony Salzman  
*Appeal Clerk* Val Hawkins  
*Credit Control Clerk* John Curtis

#### Academic Publications

*Head of Academic Publishing* Beverley Friedgood  
*Academic Publications Assistant* Helen Bailey

#### 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* Ben Hancock, Norbert Severin  
*Pay and Information Co-ordinators* Romy Ajodah, Emma Anderson, Daniel Reeves, Gizelle Regis  
*HR Information Co-ordinator* Paul Paluch-Edwards  
*HR Administrators* Joanne Hunt, Grace Zuma  
*Pay and Information Projects Manager* Sarah March  
*Terms and Conditions Project Manager* Raj Lakhani  
*Reward Co-ordinator* David Bryant

#### Recruitment

*Recruitment Manager* Nova Larch  
*Recruitment Adviser* Louise Hall, 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* Natalie Hughes

#### Staff Development Unit

*Head of Staff Development Unit* Chris Connelley  
*Staff Development Unit Manager* Claire Hackshall  
*Staff Development Consultants* Jackie Kernaghan, Linda Westaway  
*LSE Induction Champion* Neela Nawathe

#### 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  
*Teaching and Learning Centre Administrator* Rebecca Trumble  
*Administrative Assistant* Dorota Glowacka

#### Information Technology Services

*Librarian and Director of Information Services* Jean Sykes  
*Technical Infrastructure Manager* Christine Cooper  
*User Services Manager* [vacancy]  
*Acting Head of MIS* Stuart Mitchell

#### Administration

*Office Manager* Stephen Ainsworth  
*Departmental Manager* James Harvey  
*Purchasing and Finance Officer* Thomas Thurston

#### Training

*IT Training Manager* Amber Miro  
*IT Training Specialist* [vacancy]

#### IT Help Desk

*IT Help Desk Manager* Evgeny Bukhalenkov  
*IT Help Desk Officer* Yvonne Ward, Colin White

#### Remote Support Team

*Remote Support Manager* Chris Thompson  
*Remote Support Officer* Ade Olayebo

#### IT Cluster Teams

*Academic Support Manager* James Hargrave  
*IT Support Specialists* Angela Aubertin, Kenneth Clarke, Arion Deol, Louise

De Villiers,  
 Carol Hewlett, Vladimir Konrad, Dave Morris, Kuldip Purewal  
*IT Support Officers* Abiola Adegabi, Alex Cragg, Robin Ellis, Ian Harvey,  
 Karon James,  
 David Kelly, Daniel Simpson

#### 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 Spooner  
*IT Support Officers* Duncan McLachlan, Sean Mill

#### MIS: Systems Team

*Database Administrators* Roy Bhurtha, Alastair Lindsley  
*IT Support Specialist (Business Intelligence)* Stephen Earley  
*Systems Analyst* Neil Prockter

#### MIS: Cluster Support Teams

*IT Support Specialist/HR, Estates, and ODAR Cluster Team Leader* Janine Eagling  
*IT Support Specialist/Finance and Residences Cluster Team Leader* Jenny McCallen  
*IT Support Specialist/ARD Cluster Team Leader* Brian Young  
*IT Support Specialists* Toni Buamah, Irmela Geyer, Lynette Rogers-Wright,  
 Des Shortt, Susanne Weber  
*IT Cluster Support Officers* Jas Sagoo, Mine Tullgren, Selvakumar Veerappan  
*Division Administrator* [vacancy]

#### MIS: Technical Services Support Team

*Desktop Support/AV Team Leader* Dan Roberts  
*IT Support Officer* Adam Gale  
*IT Support Officer* Daniel Simpson  
*Audio Visual Supervisor* Ray Flood  
*Audio Visual Technicians* George Desmond, Chris Head  
*Teaching Room Supervisor* Michael Betts  
*Teaching Room Handyperson* Mubarak Bux

#### MIS: Java Team

*Principal Analyst Programmer* Ron Riley  
*Analyst Programmers* Nomit Babraa, Chen Wang

#### Telecommunications Network Team

*Telecommunications Manager* Robert Lindop  
*Deputy Telecommunications Manager* Linda Clarkson  
*Telephonist/Administrator* Patricia Pierrelouis  
*Telecommunications Support Team Leader* Janet Ferguson  
*Telecommunications Technical Support Assistant* David Fair

#### Library

*Librarian and Director of Information Services* Jean Sykes  
*Head of Library Services* 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 IT Services* Louise Hatcher  
*Office Assistant* Jane Appleton  
*Secretarial Assistant* Sonia McGilchrist

#### Archives and Rare Books

*Archivist* Susan Donnelly  
*Assistant Archivists* Anna Towlson, [vacancy]  
*Archives Assistant* Jane Kirby

#### Photocopying

*Supervisor* Bridget Cummings  
*Photocopying Assistants* Jaspreet Birk, Neil Claridge, Anna De Oliveira,  
 Philip Kao, David Khabaz, Ruediger Kloss, Mohamad Saleh-Nejad

#### Shelving

*Supervisor* Graham Meredith  
*Reshelters* Dilpreet Arora, Monica Butler, George Carey, Neil Claridge,  
 Isobel Coker, Cathy Foster, Vivien Martin, Amy Maxwell, Matteo Morganti,  
 Jeanette Morris, Brenda O'Brien, Arseni Saparov, Ferhan Siddiqi, Anthony

Smith, Jill Squires-Jamison, Joyce Tarling, Ashley Ward

#### Library Portering

*Foreman Porter* Peter Austin  
*Porters* David Arduino, David Herbert, Ebrahim Mussa, Daniel Naughnane  
*Book Cleaners* Carlota Pasillao

#### Technical Services

*Technical Services Manager* Glyn Price

#### IT Support

*Library IT Manager* Timothy Green  
*IT Support Specialists* Michael Hallas, Michael McFarlane  
*IT Support Officer* Shiraz Azizali  
*Library System Manager* Michael Fake  
*Library System Support Officer* [vacancy]

#### Externally Funded Projects

*Projects Manager & InfoSystems Engineer* John Paschoud

#### PERSEUS, ShibboLEAP & L4ALL Projects

*Chief Technical Officer* Simon McLeish  
*Project Officer* Mariam Garibyan  
*M25 Systems*  
*Project Manager* John Gilby  
*Administration Assistant* Madurika Rasaratnam

#### Catalogue Conversion Project

*Library Assistant* Leila Kassir, [vacancy]

#### Ionian Bank Project

*Assistant Archivist* Zoe Browne

#### VERSIONS Project

*Project Officers* Frances Shipsey, [vacancy]  
*Project Officer* Sarah Dodgson

#### Foyle Foundation Project

*Assistant Archivist* Lorraine Screene

#### IBSS

*Manager (Acting)* Rebecca Ursell  
*Assistant Manager (Acting)* Thomas Carter  
*Marketing Manager* Jane Ferguson  
*Indexers/Editorial Assistants* Juliette Broome, Olesya Dmitracova, Luca Dussin, Luna Glucksberg, Marie Lagerwall, Anne Schumann, Monia Wadham

#### User Services

*User Services Manager* Helen Cocker  
*Services Manager* Joanne Taplin-Green  
*Services Development Librarian* Richard Collings

#### Admissions

*Team Leader* Marius Dicomites  
*Library Assistants* Mark Estall, Susan MacPherson, Vanya Sohun

#### Circulation

*Team Leader* Francesca Ward  
*Library Assistants* Mei S Pang, Katherine Stowar  
**Evening Services**  
*Assistant Librarians* Tayo Ajibade, Fiona Martin  
*Library Assistants* Christopher Goodmacher, Marc Woods

#### Inter-Library Loans

*Team Leader* Karen Paine  
*Library Assistants* Trudy Gamblin, Paul Horsler, Andrew Jack

#### 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, Bernadette Divall, Paul Flannery, Alicia Hasnip, Bryan Johnson, Saymona Khatun, Esther Wheeler  
*E-Print Project Assistant* Camilla Griffiths  
*Special Acquisitions Team Leader* Anna Bozic  
*Library Assistants* Katherine Wilmot, Jennifer Harding  
*Graduate Trainee Library Assistant* Anya Somerville

#### Print Collections

*Print Collections Manager* Gordon Read



Library Assistants Clive Graham, Dusan Pokrajac, Claire Taplin  
Clerical Assistant Desmond Silva-Douglas

#### Serials

Serials Managers Lisa Cardy, Jane Harvell  
Assistant Librarian Lee Jackson  
Senior Library Assistants William Barker, Paola Zandegiacomo  
E-Journals Co-ordinator Joanne Walker  
Library Assistants Wendy Butcher, Catherine Hunt, [vacancy]

#### Teaching Support Services

Assistant Librarian Veronica Bee  
Library Assistants Elizabeth Galloway, Katherine Herrity, Ben Showers, Paul Whitehouse, [vacancy]

#### Information Services

Information Services Manager Kate Sloss  
Senior Assistant Librarians Graham Camfield, Clive Wilson  
E-Services Librarian Sally Rumsey  
E-Projects Officer Frances Shipsey  
Data Librarian Luis Martinez Uribe  
Assistant Librarians Maria Bell, Heather Dawson, Kenneth Gibbons, Barbara Humphries, Rowena MacRae-Gibson, Richard Trussell  
Library Assistants Eugenia Gozalo-Velasco, Mina Krishnan

#### 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 Kate Anderson  
Individual Giving Officers Rachel Cattermole, Reggie Simpson, Rosie Woodward [2 vacancies]  
Head of Annual Fund Amelia Maling  
Annual Fund Caller Manager Laura Harvey  
Annual Fund Assistant Viet Anh To  
Head of Alumni Relations Matthew Horton  
Deputy Head of Alumni Relations Bill Abraham  
Events and Reunions Manager Nat Holtham  
Events and Reunions Co-ordinator Jo Carton  
Alumni Relations Communications Officer Ric Wilding  
Research Manager Karl Newton  
Research Associate Joanna Griffiths  
Operations Manager Julian Szego  
Development Systems Administrator Kate Graham  
Major Gifts Administrator Maja Vukicevic  
Database Records Administrator Samuel Brownlow  
Office Manager/Receptionist Rachel Sutherland

#### Press and Communications Division

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

#### Design Unit

Art Director Clare Lyons  
Head of Cartography Mina Moshkeri Upton  
Senior Designer Ailsa Farquhar  
Design Co-ordinator Laura Austin  
Designer Dylan Morrison

#### Web Services Team

Director of Web Services Stephen Emmott  
Production Manager Richard Meheux  
Analyst Web Designer Louise Schuller  
Web Editor Ruth Hartnup  
Web Producers Sue Wood, Dave Woodrow  
IT Support Specialist Kate Forbes-Pitt

#### 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  
Assistant Research Policy Manager Michael Nelson  
Research Projects Administrators Joanne Bass, Anju Begum, Alison Karmel, Hashina Khanam, Asma Patel  
Administrative Assistant Michelle Davis  
Head of Partnership Programmes Catherine Manthorpe  
Partnership Programme Administrator Gabi Lombardo  
Director of Corporate Relations Florian Lennert  
Corporate Relations Manager Rocky McKnight  
Executive Assistant to Corporate Relations Unit Hollie Sherry  
Head of LSE China Office Brendan Smith  
India Office Co-ordinator Ruth Kattumuri

#### Residential and Catering Services

Director of Residential Services David Tymms  
Deputy Director Ian Jones  
Head of Residential Operations Ian Spencer  
Computer Systems Managers Bedia Cenik, Claire Lea, Minaxi Patel  
Residences Administrator Stephanie Macauley  
Accommodation Officer Paul Trivett  
Senior Accommodation Assistant Trevor Murtagh  
Accommodation Assistant Maria Bibian, Silvia Villa  
PAMS Support Hannah Kearns

#### Catering

Catering Services Manager Liz Thomas  
Deputy Catering Services Manager Jacqui Beazley  
SDR & Functions Manager Joseph Borg  
Catering Unit Manager Daryal Begley  
Brunch Bowl Managers Lesley Causley, Karen Agate-Hilton  
Garrick Manager Jacky Moore  
Cafes Manager [vacancy]  
Bars Manager Peter Coton  
Catering Accounts Manager Claudette Small  
Secretary/Functions Co-ordinator Angelique Charalambous  
Catering Accounts Cashier Wendy Roberts  
Catering Purchasing Controller John Stevenson

#### Nursery

Nursery Manager Bola Adetona  
Senior Nursery Officer Kerry Perrott  
Nursery Officers Sigrid Botilsrud, Nuriye Incedal, Joelle Feudjo Maneze, Alice Pulbrook  
Nursery Assistant Shanaz Begum

#### Sports Ground

Head Groundsman Stephen Butter  
Assistant Groundsman Christopher Herbert  
Cleaner Trevor Gubby

#### Conferences and Events

Conference and Events Manager Rachel Ward  
Events Manager Alan Revel  
Account Executive Daniel Print  
Events Executive Shona MacFarlane  
Administrative Officer Kylie Weston

#### Secretary's Division

Secretariat  
Head Andrew Webb  
Senior Assistant Secretaries Kevin Haynes, Jane Pugh  
Assistant Secretaries Eleanor Lowenthal, Emma O'Dowd  
Senior Projects Officer Ellen Pugh  
Records Manager Rachael Maguire  
Arts and Projects Laraine Clark  
Health and Safety Officer Ann O'Brien  
Assistant Health and Safety Officer Alice D'Arcy

#### Planning and Information Management Unit

Planning Officer Jenny Bone  
Deputy Planning Officer Wayne Tatlow  
Assistant Planning Officers Gary Barclay, Pauline Gray  
Information Management Assistant Susan Howard  
Administrative Assistant Dan Bennett

#### Head of Internal Audit

Tony Sims  
Internal Auditor John Wylie

#### St Philip's Medical Centre

Principle Dr Olof Naidoo  
Assistant GP Dr Emilia Negrin  
Gynaecologist Dr Valerie Little

Practice Nurses Mrs Toppa Strydom  
Counsellors Christine Nancarrow, Susan Kendal, Monica Larkin, Adam Sandelson, Theresa Schaefer, Monika Smolar, Andrew Shorrocks

#### Special Teaching Programmes Unit

Head of Special Teaching Programmes Unit Elizabeth Aitken  
Academic Director Richard Jackman

#### Summer School

Convenor Christopher Alden  
Programme Co-ordinators Zoe Whitelaw, Annette Haas  
Manager Lyndon McKeivitt  
Administrative Assistant Helen Verrell

#### TRIUM

Programme Manager Zoe Whitelaw  
Academic Director Andrew Walter  
Director of Academic Affairs Matthew Mulford



## STATISTICS OF STUDENTS

**Table A: Undergraduate and Postgraduate Students: 2000-2001 to 2004-2005**  
(Figures based on count at 31 May)

	Session 2000-2001	Session 2001-2002	Session 2002-2003	Session 2003-2004	Session 2004-2005
<b>1. REGULAR STUDENTS</b>					
<b>Full-Time</b>					
Undergraduate Degree	3075	3132	3385	3692	3817
Other Undergraduates	386	376	354	329	326
Total: Full-Time Undergraduates	3461	3508	3739	4021	4143
Higher Degree	2827	3155	3634	3406	3512
Higher Diploma	89	45	24	18	27
Research Fee	25	18	11	19	21
Exchange Students	33	29	46	46	46
Total: Full-Time Postgraduates	2974	3247	3715	3489	3606
<b>TOTAL: ALL FULL-TIME STUDENTS</b>	<b>6435</b>	<b>6755</b>	<b>7454</b>	<b>7510</b>	<b>7749</b>
<b>Part-Time</b>					
Undergraduate Degree	57	56	54	54	51
Other Undergraduates	-	-	-	-	-
Total: Part-Time Undergraduates	57	56	54	54	51
Higher Degree	721	796	769	779	711
Higher Diploma	1	2	1	-	-
Research Fee	2	2	2	2	3
Total: Part-Time Postgraduates	724	800	772	781	714
<b>TOTAL: ALL PART-TIME STUDENTS</b>	<b>781</b>	<b>856</b>	<b>826</b>	<b>835</b>	<b>765</b>
<b>TOTAL: ALL UNDERGRADUATE STUDENTS</b>	<b>3518</b>	<b>3564</b>	<b>3793</b>	<b>4075</b>	<b>4194</b>
<b>TOTAL: ALL POSTGRADUATE STUDENTS</b>	<b>3698</b>	<b>4047</b>	<b>4487</b>	<b>4270</b>	<b>4320</b>
<b>TOTAL: ALL REGULAR STUDENTS</b>	<b>7216</b>	<b>7611</b>	<b>8280</b>	<b>8345</b>	<b>8514</b>
<b>2. OTHER STUDENTS</b>					
Occasional Students	2	4	3	1	1
TRIUM EMBA	-	29	64	35	88
<b>TOTAL: OTHER STUDENTS</b>	<b>2</b>	<b>33</b>	<b>67</b>	<b>36</b>	<b>89</b>
<b>3. TOTAL: ALL STUDENTS</b>	<b>7218</b>	<b>7644</b>	<b>8347</b>	<b>8381</b>	<b>8603</b>

**Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 2000-2001 to 2004-2005**  
(Figures based on count at 31 May)

	Session 2000-2001	Session 2001-2002	Session 2002-2003	Session 2003-2004	Session 2004-2005
<b>1. REGULAR STUDENTS</b>					
<b>Full-Time</b>					
Undergraduate Degree	1480 (333)	1417 (305)	1550 (291)	1692 (289)	1733 (355)
Other Undergraduates	385 (40)	374 (52)	354 (31)	328 (25)	322 (18)
Total: Full-Time Undergraduates	1865 (373)	1791 (357)	1904 (322)	2020 (314)	2055 (373)
Higher Degree	2182 (780)	2370 (761)	2894 (839)	2705 (670)	2875 (838)
Higher Diploma	78 (25)	33 (13)	23 (12)	16 (5)	24 (8)
Research Fee	21 (10)	18 (9)	11 (6)	18 (9)	18 (12)
Exchange Students	17 (10)	21 (13)	44 (25)	13 (10)	22 (11)
Total: Full-Time Postgraduates	2298 (825)	2442 (796)	2972 (882)	2752 (694)	2939 (869)
<b>TOTAL: ALL FULL-TIME STUDENTS</b>	<b>4163 (1198)</b>	<b>4233 (1153)</b>	<b>4876 (1204)</b>	<b>4772 (1008)</b>	<b>4994 (1242)</b>
<b>Part-Time</b>					
Undergraduate Degree	19 (6)	17 (2)	20 (3)	16 (2)	13 (1)
Other Undergraduates	-	-	-	-	-
Total: Part-Time Undergraduates	19 (6)	17 (2)	20 (3)	16 (2)	13 (1)
Higher Degree	294 (120)	382 (159)	375 (165)	385 (172)	349 (149)
Higher Diploma	-	2	1	-	-
Research Fee	1 (1)	1	-	-	3 (2)
Total: Part-Time Postgraduates	295 (121)	385 (159)	376 (165)	385 (172)	352 (151)
<b>TOTAL: ALL PART-TIME STUDENTS</b>	<b>314 (127)</b>	<b>402 (161)</b>	<b>396 (168)</b>	<b>401 (174)</b>	<b>365 (152)</b>
<b>TOTAL: ALL UNDERGRADUATE STUDENTS</b>	<b>1884 (379)</b>	<b>1808 (359)</b>	<b>1924 (325)</b>	<b>2036 (316)</b>	<b>2068 (374)</b>
<b>TOTAL: ALL POSTGRADUATE STUDENTS</b>	<b>2593 (946)</b>	<b>2827 (955)</b>	<b>3348 (1047)</b>	<b>3137 (866)</b>	<b>3291 (1020)</b>
<b>TOTAL: ALL REGULAR STUDENTS</b>	<b>4477 (1325)</b>	<b>4635 (1314)</b>	<b>5272 (1372)</b>	<b>5173 (1182)</b>	<b>5359 (1394)</b>
<b>2. OTHER STUDENTS</b>					
Occasional Students	-	-	1 (1)	-	-
TRIUM EMBA	-	26 (8)	56 (10)	30 (2)	80 (10)
<b>TOTAL: OTHER STUDENTS</b>	<b>-</b>	<b>26 (8)</b>	<b>57 (11)</b>	<b>30 (2)</b>	<b>80 (10)</b>
<b>3. TOTAL ALL: OVERSEAS STUDENTS</b>	<b>4477 (1325)</b>	<b>4661 (1322)</b>	<b>5329 (1383)</b>	<b>5203 (1184)</b>	<b>5439 (1404)</b>

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: 2002-2005

## 1. Undergraduate degree students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>1. Undergraduate degree students</b>									
<b>BSc Accounting and Finance</b>									
1st Year	71	73	144	85	58	143	82	56	138
2nd Year	75	54	129	75	71	146	70	60	130
Final Year	57	50	107	70	51	121	70	67	137
Totals	203	177	380	230	180	410	222	183	405
<b>BSc Actuarial Science</b>									
1st Year	31	29	60	35	37	72	53	28	81
2nd Year	32	24	56	37	29	66	41	38	79
Final Year	34	23	57	27	21	48	28	27	55
Totals	97	76	173	99	87	186	122	93	215
<b>BA Anthropology and Law</b>									
1st Year	4	7	11	7	12	19	2	19	21
2nd Year	1	12	13	3	7	10	7	12	19
Final Year	2	3	5	2	12	14	3	6	9
Totals	7	22	29	12	31	43	12	37	49
<b>BSc Business Mathematics and Statistics</b>									
1st Year	33	11	44	21	13	34	28	21	49
2nd Year	23	13	36	28	16	44	21	13	34
Final Year	14	11	25	18	14	32	22	15	37
Totals	70	35	105	67	43	110	71	49	120
<b>BSc Econometrics and Mathematical Economics</b>									
1st Year	15	4	19	9	3	12	10	6	16
2nd Year	10	3	13	14	3	17	10	3	13
Final Year	4	2	6	9	2	11	9	3	12
Totals	29	9	38	32	8	40	29	12	41
<b>BSc Economic History</b>									
1st Year	19	5	24	17	10	27	17	10	27
2nd Year	15	7	22	19	5	24	16	9	25
Final Year	10	4	14	15	6	21	19	6	25
Totals	44	16	60	51	21	72	52	25	77
<b>BSc Economic History with Economics</b>									
1st Year	4	1	5	2	1	3	4	-	4
2nd Year	1	-	1	2	3	5	1	-	1
Final Year	2	3	5	-	-	-	3	2	5
Totals	7	4	11	4	4	8	8	2	10
<b>BSc Economic History with Population Studies</b>									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	1	1	-	-	-	-	-	-
Final Year	1	-	1	-	1	1	-	-	-
Totals	1	1	2	-	1	1	-	-	-
<b>BSc Economics</b>									
1st Year	117	91	208	127	90	217	109	63	172
2nd Year	133	64	197	131	97	228	132	100	232
Final Year	130	73	203	123	64	187	133	97	230
Totals	380	228	608	381	251	632	374	260	634
<b>BSc Economics and Economic History</b>									
1st Year	11	7	18	12	4	16	10	9	19
2nd Year	12	3	15	10	5	15	10	3	13
Final Year	5	1	6	10	3	13	9	6	15
Totals	28	11	39	32	12	44	29	18	47
<b>BSc Economics with Economic History</b>									
1st Year	-	2	2	2	4	6	3	2	5
2nd Year	-	2	2	-	2	2	2	4	6
Final Year	3	2	5	-	2	2	-	1	1
Totals	3	6	9	2	8	10	5	7	12
<b>BSc Environmental Management and Policy</b>									
1st Year	-	2	2	-	-	-	-	-	-
2nd Year	3	4	7	1	-	1	-	-	-
Final Year	1	1	2	2	4	6	-	-	-
Totals	4	7	11	3	4	7	-	-	-
<b>BSc Environmental Policy</b>									
1st Year	-	-	-	6	2	8	4	5	9
2nd Year	-	-	-	-	2	2	6	3	9
Final Year	-	-	-	-	-	-	1	2	3
Totals	-	-	-	6	4	10	11	10	21
<b>BSc Environmental Policy with Economics</b>									
1st Year	5	5	10	7	5	12	4	6	10
2nd Year	2	4	6	5	3	8	4	4	8
Final Year	5	2	7	2	4	6	4	3	7
Totals	12	11	23	14	12	26	12	13	25
<b>BA/BSc Geography</b>									
1st Year	13	12	25	12	8	20	10	13	23



## Analysis of Regular and Other Students: 2002-2005 - continued

## 1. Undergraduate degree students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
2nd Year	8	8	16	10	12	22	14	7	21
Final Year	13	8	21	8	9	17	9	13	22
Totals	34	28	62	30	29	59	33	33	66
BSc Geography and Population Studies									
1st Year	1	2	3	-	-	-	-	-	-
2nd Year	1	6	7	1	2	3	-	-	-
Final Year	2	2	4	1	6	7	-	2	2
Totals	4	10	14	2	8	10	-	2	2
BSc Geography with Economics									
1st Year	15	10	25	15	14	29	13	12	25
2nd Year	10	4	14	13	10	23	11	12	23
Final Year	5	5	10	9	4	13	10	9	19
Totals	30	19	49	37	28	65	34	33	67
BSc Government									
1st Year	18	7	25	14	7	21	16	18	34
2nd Year	18	8	26	17	10	27	15	8	23
Final Year	14	6	20	18	9	27	18	10	28
Totals	50	21	71	49	26	75	49	36	85
BSc Government and Economics									
1st Year	24	17	41	29	23	52	26	22	48
2nd Year	18	9	27	19	17	36	28	16	44
Final Year	7	8	15	22	8	30	17	15	32
Totals	49	34	83	70	48	118	71	53	124
BSc Government and History									
1st Year	14	4	18	8	7	15	16	5	21
2nd Year	9	3	12	15	3	18	11	10	21
Final Year	4	7	11	10	4	14	15	3	18
Totals	27	14	41	33	14	47	42	18	60
BA History									
1st Year	24	14	38	20	24	44	22	20	42
2nd Year	13	14	27	24	17	41	22	24	46
Final Year	7	2	9	15	14	29	26	19	45
Totals	44	30	74	59	55	114	70	63	133
BSc Human Resource Management and Employment Relations									
1st Year	-	-	-	5	11	16	6	12	18
2nd Year	-	-	-	-	-	-	5	10	15
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	5	11	16	11	22	33
BSc Industrial Relations and Human Resource Management									
1st Year	5	11	16	-	-	-	-	-	-
2nd Year	10	6	16	6	10	16	-	1	1
Final Year	4	11	15	11	8	19	6	9	15
Totals	19	28	47	17	18	35	6	10	16
BSc International History									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	6	7	13	-	-	-	-	-	-
Totals	6	7	13	-	-	-	-	-	-
BSc International Relations									
1st Year	30	40	70	26	26	52	17	24	41
2nd Year	22	26	48	31	42	73	26	23	49
Final Year	14	28	42	25	27	52	29	43	72
Totals	66	94	160	82	95	177	72	90	162
BSc International Relations and History									
1st Year	12	15	27	15	18	33	11	10	21
2nd Year	11	16	27	12	13	25	13	18	31
Final Year	8	10	18	10	16	26	13	13	26
Totals	31	41	72	37	47	84	37	41	78
BSc Management									
1st Year	26	31	57	33	38	71	30	23	53
2nd Year	31	24	55	24	29	53	23	32	55
Final Year	29	34	63	31	23	54	25	29	54
Totals	86	89	175	88	90	178	78	84	162
BSc Management Sciences									
1st Year	27	20	47	25	18	43	22	13	35
2nd Year	24	14	38	22	18	40	27	18	45
Final Year	20	11	31	25	13	38	18	18	36
Totals	71	45	116	72	49	121	67	49	116
BSc Mathematics and Economics									
1st Year	31	25	56	30	29	59	48	19	67
2nd Year	36	17	53	33	24	57	29	28	57
Final Year	17	10	27	41	16	57	29	20	49
Totals	84	52	136	104	69	173	106	67	173

## Analysis of Regular and Other Students: 2002-2005 - continued

## 1. Undergraduate degree students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
BA/BSc Philosophy									
1st Year	12	5	17	-	-	-	-	-	-
2nd Year	7	7	14	11	3	14	3	-	3
Final Year	12	3	15	8	7	15	9	3	12
Totals	31	15	46	19	10	29	12	3	15
BSc Philosophy and Economics									
1st Year	19	13	32	17	4	21	22	4	26
2nd Year	13	7	20	18	11	29	16	4	20
Final Year	11	6	17	13	8	21	17	11	28
Totals	43	26	69	48	23	71	55	19	74
BSc Philosophy and Mathematics									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	1	-	1	-	-	-	-	-	-
Final Year	2	2	4	-	-	-	-	-	-
Totals	3	2	5	-	-	-	-	-	-
BSc Philosophy, Logic and Scientific Method									
1st Year	-	-	-	6	4	10	9	6	15
2nd Year	-	-	-	-	-	-	6	5	11
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	6	4	10	15	11	26
BSc Population Studies									
1st Year	1	1	2	-	-	-	-	-	-
2nd Year	1	2	3	1	1	2	-	-	-
Final Year	-	3	3	1	2	3	1	1	2
Totals	2	6	8	2	3	5	1	1	2
BSc Psychology and Philosophy									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	-	-	-	-	-	-	-	-	-
Final Year	-	1	1	-	-	-	-	-	-
Totals	-	1	1	-	-	-	-	-	-
BSc Russian Studies									
1st Year	-	-	-	-	-	-	-	-	-
2nd Year	1	3	4	-	-	-	-	-	-
Final Year	2	1	3	1	3	4	-	-	-
Totals	3	4	7	1	3	4	-	-	-
BA/BSc Social Anthropology									
1st Year	13	22	35	6	21	27	7	26	33
2nd Year	6	20	26	11	24	35	6	18	24
Final Year	7	15	22	6	18	24	11	25	36
Totals	26	57	83	23	63	86	24	69	93
BSc Social Policy									
1st Year	1	5	6	2	6	8	2	4	6
2nd Year	6	6	12	3	8	11	1	6	7
Final Year	4	7	11	5	5	10	2	8	10
Totals	11	18	29	10	19	29	5	18	23
BSc Social Policy and Economics									
1st Year	-	-	-	2	3	5	1	7	8
2nd Year	-	-	-	-	-	-	2	2	4
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	3	5	3	9	12
BSc Social Policy and Government									
1st Year	3	6	9	1	-	1	-	-	-
2nd Year	4	3	7	2	4	6	1	-	1
Final Year	1	5	6	3	3	6	4	5	9
Totals	8	14	22	6	7	13	5	5	10
BSc Social Policy and Sociology									
1st Year	3	4	7	2	5	7	2	7	9
2nd Year	1	-	1	1	4	5	2	5	7
Final Year	-	5	5	1	-	1	1	4	5
Totals	4	9	13	4	9	13	5	16	21
BSc Social Policy with Government									
1st Year	-	-	-	3	2	5	1	8	9
2nd Year	-	-	-	-	-	-	3	1	4
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	3	2	5	4	9	13
BSc Social Policy with Social Psychology									
1st Year	1	6	7	-	-	-	-	-	-
2nd Year	1	5	6	1	3	4	-	-	-
Final Year	-	4	4	2	5	7	1	3	4
Totals	2	15	17	3	8	11	1	3	4
BSc Social Policy, Criminal Justice and Psychology									
1st Year	-	-	-	2	8	10	1	7	8
2nd Year	-	-	-	-	-	-	2	9	11



## Analysis of Regular and Other Students: 2002-2005 - continued

## 1. Undergraduate degree students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Final Year	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	8	10	3	16	19
BSc Sociology									
1st Year	15	24	39	12	19	31	11	12	23
2nd Year	8	27	35	13	21	34	10	21	31
Final Year	8	16	24	7	27	34	14	19	33
Totals	31	67	98	32	67	99	35	52	87
LLB									
1st Year	61	107	168	65	105	170	66	101	167
2nd Year	49	78	127	62	104	166	64	101	165
Final Year	62	61	123	52	79	131	61	106	167
Totals	172	246	418	179	288	467	191	308	499
LLB with French Law									
1st Year	4	7	11	7	2	9	7	13	20
2nd Year	-	3	3	2	5	7	7	2	9
3rd Year	2	2	4	-	1	1	2	5	7
Final Year	3	1	4	-	1	1	-	1	1
Totals	9	13	22	9	9	18	16	21	37
TOTAL: UNDERGRADUATE DEGREE STUDENTS									
1st Year	683	645	1328	687	641	1328	692	611	1303
2nd Year	616	507	1123	677	638	1315	667	630	1297
3rd Year	2	2	4	-	1	1	2	5	7
Final Year	530	454	984	603	499	1102	637	624	1261
Totals	1831	1608	3439	1967	1779	3746	1998	1870	3868
OTHER REGULAR STUDENTS									
General Course	194	150	344	159	158	317	185	132	317
Erasmus Exchange Students	2	5	7	4	6	10	3	4	7
Other Exchange Students	1	2	3	2	-	2	2	-	2
TOTAL: OTHER REGULAR STUDENTS	197	157	354	165	164	329	190	136	326
TOTAL: REGULAR UNDERGRADUATES	2028	1765	3793	2132	1943	4075	2188	2006	4194
OTHER STUDENTS Occasional	2	1	3	1	-	1	1	-	1
TOTAL: OTHER STUDENTS	2	1	3	1	-	1	1	-	1
TOTAL: ALL UNDERGRADUATE STUDENTS	2030	1766	3796	2133	1943	4076	2189	2006	4195

## 2. Postgraduates PhD/MPhil/MRes students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Accounting and Finance									
1st year	4	5	9	5	-	5	3	2	5
Subsequent years	16	4	20	17	10	27	15	8	23
Totals	20	9	29	22	10	32	18	10	28
Anthropology									
1st year	8	1	9	4	7	11	6	6	12
Subsequent years	16	15	31	17	10	27	18	12	30
Totals	24	16	40	21	17	38	24	18	42
Demography and Population Studies									
1st year	-	1	1	-	1	1	-	-	-
Subsequent years	-	4	4	-	4	4	-	3	3
Totals	-	5	5	-	5	5	-	3	3
Development Studies									
1st year	5	8	13	12	12	24	4	6	10
Subsequent years	15	13	28	15	14	29	24	21	45
Totals	20	21	41	27	26	53	28	27	55
Economic History									
1st year	3	4	7	5	4	9	5	1	6
Subsequent years	12	8	20	9	10	19	12	9	21
Totals	15	12	27	14	14	28	17	10	27
Economics									
1st year	12	6	18	18	3	21	22	8	30
Subsequent years	65	36	101	64	29	93	71	25	96
Totals	77	42	119	82	32	114	93	33	126
European Studies									
1st year	3	3	6	7	2	9	2	1	3
Subsequent years	10	5	15	10	9	19	14	6	20

## Analysis of Regular and Other Students: 2002-2005 - continued

## 2. Postgraduates PhD/MPhil/MRes students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Totals	13	8	21	17	11	28	16	7	23
Gender									
1st year	-	2	2	1	4	5	-	4	4
Subsequent years	2	16	18	2	14	16	2	9	11
Totals	2	18	20	3	18	21	2	13	15
Geography									
1st year	4	4	8	5	6	11	5	1	6
Subsequent years	18	8	26	20	13	33	17	18	35
Totals	22	12	34	25	19	44	22	19	41
Government									
1st year	13	7	20	12	3	15	11	9	20
Subsequent years	65	41	106	60	42	102	55	25	80
Totals	78	48	126	72	45	117	66	34	100
Industrial Relations									
1st year	3	1	4	3	2	5	-	-	-
Subsequent years	10	11	21	10	10	20	10	7	17
Totals	13	12	25	13	12	25	10	7	17
Information Systems									
1st year	11	2	13	8	4	12	2	1	3
Subsequent years	20	14	34	21	15	36	30	14	44
Totals	31	16	47	29	19	48	32	15	47
International History									
1st year	5	2	7	1	4	5	7	5	12
Subsequent years	21	8	29	19	9	28	13	12	25
Totals	26	10	36	20	13	33	20	17	37
International Relations									
1st year	16	14	30	16	9	25	13	11	24
Subsequent years	65	40	105	61	47	108	61	36	97
Totals	81	54	135	77	56	133	74	47	121
Law									
1st year	8	10	18	9	10	19	6	6	12
Subsequent years	40	29	69	35	30	65	35	37	72
Totals	48	39	87	44	40	84	41	43	84
Management									
1st year	2	2	4	2	-	2	1	-	1
Subsequent years	9	4	13	8	4	12	8	3	11
Totals	11	6	17	10	4	14	9	3	12
Marine Policy									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	1	-	1	-	-	-	-	-	-
Mathematics									
1st year	-	-	-	2	-	2	-	2	2
Subsequent years	3	1	4	4	1	5	5	1	6
Totals	3	1	4	6	1	7	5	3	8
Media and Communications									
1st year	3	7	10	2	6	8	3	5	8
Subsequent years	3	7	10	6	11	17	6	13	19
Totals	6	14	20	8	17	25	9	18	27
Operational Research									
1st year	1	1	2	3	1	4	4	-	4
Subsequent years	3	3	6	2	3	5	4	4	8
Totals	4	4	8	5	4	9	8	4	12
Philosophy									
1st year	9	-	9	11	2	13	3	1	4
Subsequent years	28	3	31	27	1	28	32	3	35
Totals	37	3	40	38	3	41	35	4	39
Philosophy (By Thesis and Exam)									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	1	-	1	-	-	-
Totals	1	-	1	1	-	1	-	-	-
Political Science (MRes)									
1st year	3	4	7	2	2	4	8	4	12
Subsequent years	-	-	-	7	3	10	3	4	7
Totals	3	4	7	9	5	14	11	8	19
Psychology									
1st year	4	5	9	5	8	13	3	7	10
Subsequent years	8	17	25	8	18	26	11	22	33
Totals	12	22	34	13	26	39	14	29	43
Regional Planning									
1st year	1	2	3	2	1	3	2	1	3
Subsequent years	10	5	15	11	6	17	11	6	17



## Analysis of Regular and Other Students: 2002-2005 - continued

## 2. Postgraduates PhD/MPhil/MRes students

(Figures based on count at 31 May)

## Analysis of Regular and Other Students: 2002-2005

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Totals	11	7	18	13	7	20	13	7	20
Social Policy									
1st year	10	5	15	5	15	20	5	14	19
Subsequent years	29	43	72	27	32	59	19	34	53
Totals	39	48	87	32	47	79	24	48	72
Sociology									
1st year	8	7	15	7	9	16	5	11	16
Subsequent years	26	39	65	28	34	62	29	30	59
Totals	34	46	80	35	43	78	34	41	75
Statistics									
1st year	2	2	4	2	-	2	4	3	7
Subsequent years	8	9	17	10	6	16	8	6	14
Totals	10	11	21	12	6	18	12	9	21
TOTAL: PhD/MPhil/MRes STUDENTS									
1st year	138	105	243	149	115	264	124	109	233
Subsequent years	504	383	887	499	385	884	513	368	881
Totals	642	488	1130	648	500	1148	637	477	1114

Previous | Next

## 3. Taught masters students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Accounting and Finance									
1st year	70	32	102	72	47	119	100	56	156
Subsequent years	5	2	7	-	-	-	-	-	-
Totals	75	34	109	72	47	119	100	56	156
Analysis, Design and Management of Information Systems									
1st year	98	59	157	86	45	131	99	59	158
Subsequent years	-	-	-	1	-	1	2	1	3
Totals	98	59	157	87	45	132	101	60	161
Anthropology and Development									
1st year	3	19	22	3	13	16	6	10	16
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	3	19	22	3	13	16	6	10	16
Anthropology of Learning and Cognition									
1st year	3	4	7	2	4	6	2	3	5
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	3	4	7	2	4	6	2	3	5
Applicable Mathematics									
1st year	-	-	-	-	-	-	13	4	17
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	13	4	17
Biomedicine, Bioscience and Society									
1st year	-	-	-	-	-	-	4	2	6
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	4	2	6
Cities, Space and Society									
1st year	5	13	18	3	10	13	6	6	12
Subsequent years	2	1	3	-	1	1	-	-	-
Totals	7	14	21	3	11	14	6	6	12
City Design and Social Science									
1st year	12	14	26	11	13	24	12	13	25
Subsequent years	1	3	4	-	4	4	-	-	-
Totals	13	17	30	11	17	28	12	13	25
Comparative Politics									
1st year	41	53	94	37	40	77	41	42	83
Subsequent years	-	1	1	2	3	5	2	2	4
Totals	41	54	95	39	43	82	43	44	87
Crime, Deviance and Control									
1st year	8	10	18	-	-	-	-	-	-
Subsequent years	-	-	-	1	1	2	-	-	-
Totals	8	10	18	1	1	2	-	-	-
Criminal Justice Policy									
1st year	4	14	18	5	11	16	6	11	17
Subsequent years	2	3	5	2	1	3	-	-	-
Totals	6	17	23	7	12	19	6	11	17
Criminology									

## Analysis of Regular and Other Students: 2002-2005 - continued

## 3. Taught masters students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1st year	-	-	-	6	7	13	2	12	14
Subsequent years	-	-	-	-	-	-	1	2	3
Totals	-	-	-	6	7	13	3	14	17
Culture and Society									
1st year	-	-	-	3	10	13	6	21	27
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	3	10	13	6	21	27
Decision Sciences									
1st year	11	4	15	13	5	18	14	9	23
Subsequent years	-	1	1	1	-	1	-	-	-
Totals	11	5	16	14	5	19	14	9	23
Development Management									
1st year	30	46	76	26	46	72	31	42	73
Subsequent years	-	1	1	-	2	2	3	2	5
Totals	30	47	77	26	48	74	34	44	78
Development Studies									
1st year	28	68	96	28	64	92	24	50	74
Subsequent years	-	5	5	-	5	5	-	2	2
Totals	28	73	101	28	69	97	24	52	76
Econometrics and Mathematical Economics									
1st year	20	5	25	9	13	22	13	2	15
Subsequent years	-	-	-	5	2	7	1	2	3
Totals	20	5	25	14	15	29	14	4	18
Economic History									
1st year	31	22	53	28	17	45	32	10	42
Subsequent years	1	1	2	1	-	1	1	-	1
Totals	32	23	55	29	17	46	33	10	43
Economics									
1st year	110	32	142	96	42	138	76	32	108
Subsequent years	13	4	17	14	4	18	7	5	12
Totals	123	36	159	110	46	156	83	37	120
Economics and Economic History									
1st year	6	1	7	2	3	5	1	1	2
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	6	1	7	2	3	5	1	1	2
Economics and Philosophy									
1st year	7	4	11	7	2	9	4	2	6
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	7	4	11	7	2	9	5	2	7
Environment and Development									
1st year	12	21	33	13	23	36	12	23	35
Subsequent years	-	1	1	-	1	1	-	2	2
Totals	12	22	34	13	24	37	12	25	37
Environmental Assessment and Evaluation									
1st year	16	20	36	-	-	-	-	-	-
Subsequent years	1	1	2	-	1	1	-	-	-
Totals	17	21	38	-	1	1	-	-	-
Environmental Policy, Planning and Regulation									
1st year	-	-	-	7	22	29	6	21	27
Subsequent years	-	-	-	-	-	-	-	2	2
Totals	-	-	-	7	22	29	6	23	29
European Political Economy: Integration									
1st year	10	8	18	14	10	24	22	10	32
Subsequent years	-	1	1	-	1	1	-	-	-
Totals	10	9	19	14	11	25	22	10	32
European Political Economy: Transition									
1st year	18	16	34	15	18	33	9	14	23
Subsequent years	-	1	1	-	-	-	-	1	1
Totals	18	17	35	15	18	33	9	15	24
European Politics and Governance									
1st year	-	-	-	33	49	82	31	48	79
Subsequent years	-	-	-	-	1	1	1	-	1
Totals	-	-	-	33	50	83	32	48	80
European Politics and Policy									
1st year	12	18	30	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	12	18	30	-	-	-	-	-	-







## Analysis of Regular and Other Students: 2002-2005 - continued

## 3. Taught masters students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1st year	12	47	59	9	39	48	11	35	46
Subsequent years	2	-	2	1	1	2	-	1	1
Totals	14	47	61	10	40	50	11	36	47
Philosophy and History of Science									
1st year	9	3	12	9	3	12	6	2	8
Subsequent years	-	-	-	-	-	-	1	-	1
Totals	9	3	12	9	3	12	7	2	9
Philosophy of the Social Sciences									
1st year	14	-	14	11	3	14	14	5	19
Subsequent years	-	1	1	-	1	1	-	1	1
Totals	14	1	15	11	4	15	14	6	20
Philosophy, Policy and Social Value									
1st year	23	9	32	9	9	18	12	8	20
Subsequent years	-	-	-	1	-	1	2	1	3
Totals	23	9	32	10	9	19	14	9	23
Political Sociology									
1st year	5	9	14	8	11	19	7	6	13
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	6	9	15	8	11	19	7	6	13
Political Theory									
1st year	27	11	38	22	13	35	18	16	34
Subsequent years	-	-	-	-	1	1	1	-	1
Totals	27	11	38	22	14	36	19	16	35
Politics of the World Economy									
1st year	47	38	85	35	31	66	26	35	61
Subsequent years	1	1	2	1	2	3	1	1	2
Totals	48	39	87	36	33	69	27	36	63
Population and Development									
1st year	2	11	13	3	22	25	2	16	18
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	2	11	13	3	22	25	2	17	19
Practice of International Affairs									
1st year	-	-	-	-	-	-	7	5	12
Subsequent years	-	-	-	-	-	-	2	9	11
Totals	-	-	-	-	-	-	9	14	23
Public and Economic Policy (MPA)									
1st year	-	-	-	8	10	18	9	12	21
Subsequent years	-	-	-	-	-	-	9	12	21
Totals	-	-	-	8	10	18	18	24	42
Public Financial Policy									
1st year	5	2	7	4	-	4	-	1	1
Subsequent years	3	6	9	5	1	6	4	-	4
Totals	8	8	16	9	1	10	4	1	5
Public Policy and Administration									
1st year	25	14	39	20	17	37	13	24	37
Subsequent years	-	1	1	-	-	-	-	1	1
Totals	25	15	40	20	17	37	13	25	38
Real Estate Economics and Finance									
1st year	19	4	23	9	9	18	11	9	20
Subsequent years	-	-	-	3	-	3	1	-	1
Totals	19	4	23	12	9	21	12	9	21
Regional and Urban Planning Studies									
1st year	9	11	20	14	15	29	13	8	21
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	9	11	20	14	15	29	13	9	22
Regional Science									
1st year	-	-	-	2	-	2	1	-	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	-	2	1	-	1
Regulation									
1st year	13	11	24	8	17	25	9	4	13
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	13	11	24	8	17	25	9	4	13
Religion and Contemporary Society									
1st year	2	4	6	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	4	6	-	-	-	-	-	-
Risk and Stochastics									
1st year	-	-	-	-	-	-	9	5	14
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	9	5	14
Russian and Post Soviet Studies									
1st year	7	9	16	7	11	18	5	9	14
Subsequent years	-	1	1	-	1	1	-	1	1
Totals	7	10	17	7	12	19	5	10	15

## Analysis of Regular and Other Students: 2002-2005 - continued

## 3. Taught masters students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Social and Public Communication									
1st year	-	-	-	9	23	32	6	22	28
Subsequent years	-	-	-	-	-	-	-	1	1
Totals	-	-	-	9	23	32	6	23	29
Social Anthropology									
1st year	8	20	28	6	15	21	9	13	22
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	9	20	29	6	15	21	9	13	22
Social Policy and Planning									
1st year	6	26	32	9	22	31	10	28	38
Subsequent years	3	6	9	1	6	7	2	-	2
Totals	9	32	41	10	28	38	12	28	40
Social Policy and Planning in Developing Countries									
1st year	8	47	55	19	32	51	15	28	43
Subsequent years	1	2	3	1	1	2	-	-	-
Totals	9	49	58	20	33	53	15	28	43
Social Psychology									
1st year	4	18	22	3	14	17	1	14	15
Subsequent years	-	3	3	1	1	2	-	1	1
Totals	4	21	25	4	15	19	1	15	16
Social Research Methods									
1st year	5	20	25	9	22	31	9	11	20
Subsequent years	1	3	4	1	5	6	2	5	7
Totals	6	23	29	10	27	37	11	16	27
Sociology									
1st year	9	17	26	10	13	23	14	6	20
Subsequent years	-	-	-	-	1	1	-	4	4
Totals	9	17	26	10	14	24	14	10	24
Statistics									
1st year	9	7	16	7	9	16	8	7	15
Subsequent years	-	2	2	1	2	3	-	-	-
Totals	9	9	18	8	11	19	8	7	15
Theory and History of International Relations									
1st year	9	22	31	11	14	25	8	9	17
Subsequent years	-	1	1	-	-	-	1	-	1
Totals	9	23	32	11	14	25	9	9	18
Urbanisation and Development									
1st year	-	-	-	-	-	-	7	7	14
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	7	7	14
Voluntary Sector Organisation									
1st year	5	13	18	9	7	16	7	1	8
Subsequent years	2	2	4	1	1	2	6	2	8
Totals	7	15	22	10	8	18	13	3	16
TOTAL: TAUGHT MASTERS STUDENTS									
1st year	1444	1611	3055	1279	1550	2829	1362	1550	2912
Subsequent years	85	133	218	95	113	208	81	116	197
Totals	1529	1744	3273	1374	1663	3037	1443	1666	3109



## 4. Diploma students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>4. Diploma Students</b>									
Accounting and Finance	15	9	24	13	4	17	22	4	26
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	15	9	24	13	4	17	22	4	26
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
<b>TOTAL: DIPLOMA STUDENTS</b>									
1st year	15	10	25	13	5	18	22	5	27
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	15	10	25	13	5	18	22	5	27

## 5. Research fee/Visiting research students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>5. Research Fee/Visiting Research Students</b>									
Accounting and Finance	1	2	3	1	1	2	1	-	1
Anthropology	-	1	1	-	-	-	1	-	1
Economic History	-	-	-	1	-	1	-	1	1
Economics	-	1	1	1	2	3	1	2	3
Gender Institute	-	1	1	-	-	-	-	-	-
Geography and Environment	-	-	-	-	2	2	-	-	-
Government	1	2	3	2	2	4	-	-	-
Industrial Relations	-	-	-	2	1	3	-	2	2
Information Systems	-	-	-	-	-	-	3	2	5
International History	-	-	-	-	-	-	1	-	1
International Relations	-	-	-	-	1	1	1	1	2
Law	-	1	1	-	1	1	2	-	2
Management	-	1	1	-	-	-	-	-	-
Media and Communications	-	-	-	-	1	1	-	3	3
Operational Research	-	-	-	1	-	1	-	-	-
Philosophy	-	1	1	1	-	1	-	-	1
Sociology	1	-	1	-	1	1	-	1	1
Statistics	-	-	-	-	-	-	1	1	2
<b>TOTAL: RESEARCH FEE STUDENTS</b>	3	10	13	9	12	21	11	13	24

## 6. Exchange students

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>6. Exchange Students</b>									
	22	24	46	26	20	46	25	21	46

## 7. TRIUM EMBA

	SESSION 2002-2003 STUDENT NUMBERS			SESSION 2003-2004 STUDENT NUMBERS			SESSION 2004-2005 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>7. TRIUM EMBA</b>									
1st year	27	8	35	-	-	-	44	10	54
Subsequent years	27	2	29	27	8	35	31	3	34
Totals	54	10	64	27	8	35	75	13	88

**TOTAL: ALL POSTGRADUATE STUDENTS**

	2265	2286	4551	2097	2208	4305	2213	2195	4408
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**TOTAL: ALL UNDERGRADUATE STUDENTS**

	2030	1766	3796	2133	1943	4076	2189	2006	4195
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**TOTAL: ALL STUDENTS**

	4295	4052	8347	4230	4151	8381	4402	4201	8603
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## Analysis of Overseas Students by Domicile: 2002-2005

(Figures based on count at 31 May)

## Analysis of Overseas Students by Domicile: 2002-2005

COUNTRY OF DOMICILE	2002-2003			2003-2004			2004-2005		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Albania	1	-	1	1	-	1	2	3	5
Algeria	-	-	-	1	-	1	1	1	2
Andorra	-	-	-	-	-	-	1	-	1
Angola	-	1	1	-	1	1	-	-	-
Anguilla	2	-	2	1	-	1	-	-	-
Argentina	-	27	27	-	21	21	1	22	23
Armenia	-	5	5	-	5	5	-	3	3
Australia	5	38	43	7	31	38	12	32	44
Austria	19	39	58	18	25	43	12	21	33
Azerbaijan	-	-	-	1	-	1	1	1	2
Bahamas	-	1	1	-	2	2	-	2	2
Bahrain	6	3	9	9	2	11	9	5	14
Bangladesh	8	6	14	10	10	20	7	8	15
Barbados	-	4	4	-	1	1	-	4	4
Belarus	1	1	2	3	3	6	2	1	3
Belgium	18	41	59	16	31	47	19	36	55
Belize	-	-	-	-	1	1	-	3	3
Bermuda	-	2	2	1	-	1	1	1	2
Bhutan	-	1	1	-	-	-	-	1	1
Bolivia	1	2	3	-	-	-	-	1	1
Bosnia	-	5	5	-	2	2	-	2	2
Botswana	1	-	1	1	1	2	1	-	1
Brazil	6	58	64	3	49	52	1	50	51
Brunei	5	2	7	5	-	5	5	1	6
Bulgaria	7	12	19	11	12	23	12	9	21
Burma	1	1	2	-	2	2	-	2	2
Burundi	-	1	1	-	1	1	-	-	-
Cambodia	-	1	1	1	1	2	-	1	1
Cameroon	-	-	-	-	-	-	-	1	1
Canada	27	181	208	29	165	194	35	174	209
Cayman Islands	1	2	3	-	1	1	1	1	2
Chile	-	16	16	-	13	13	-	14	14
China									
(People's Republic)	97	199	296	151	244	395	188	251	439
Colombia	1	18	19	1	19	20	1	19	20
Congo	-	-	-	-	-	-	1	-	1
Costa Rica	-	2	2	-	3	3	-	1	1
Croatia	-	4	4	-	8	8	-	6	6
Cuba	-	-	-	-	1	1	-	-	-
Cyprus	50	28	78	44	23	67	39	31	70
Czech Republic	4	6	10	4	3	7	5	6	11
Denmark	4	34	38	1	27	28	2	25	27
Dominican Republic	-	-	-	-	2	2	-	2	2
East Timor	-	1	1	-	1	1	-	1	1
Ecuador	3	2	5	1	5	6	-	2	2
Egypt	-	12	12	2	5	7	2	10	12
Eire	3	32	35	2	30	32	3	42	45
El Salvador	-	-	-	1	1	2	-	-	-
Estonia	-	2	2	1	1	2	-	3	3
Ethiopia	4	1	5	2	1	3	2	1	3
Finland	23	22	45	19	12	31	17	17	34
France	36	133	169	39	101	140	33	119	152
Gabon	-	-	-	-	-	-	1	-	1
Georgia	-	1	1	-	4	4	-	3	3
Germany	109	198	307	108	186	294	96	210	306
Ghana	3	17	20	3	10	13	4	10	14
Gibraltar	2	-	2	3	-	3	3	1	4
Greece	22	194	216	30	172	202	26	189	215
Grenada	-	-	-	-	-	-	1	-	1
Guatemala	-	-	-	-	-	-	-	1	1
Haiti	-	-	-	1	1	2	-	-	-
Hong Kong	160	38	198	198	34	232	226	39	265
Hungary	4	9	13	2	6	8	3	7	10
Iceland	-	10	10	-	13	13	-	14	14
India	41	158	199	40	140	180	49	163	212
Indonesia	11	4	15	8	10	18	8	8	16
Iran	2	4	6	1	3	4	1	4	5
Israel	5	34	39	4	33	37	4	38	42
Italy	25	165	190	23	126	149	21	131	152
Ivory Coast	1	1	2	-	1	1	-	-	-
Jamaica	2	3	5	3	5	8	2	4	6
Japan	25	81	106	30	97	127	23	78	101
Jordan	3	2	5	3	4	7	4	1	5
Kazakhstan	9	5	14	6	5	11	4	-	4



## Analysis of Overseas Students by Domicile: 2002-2005 – continued

(Figures based on count at 31 May)

## Analysis of Overseas Students by Domicile: 2002-2005

COUNTRY OF DOMICILE	2002-2003			2003-2004			2004-2005		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Kenya	33	8	41	32	7	39	28	9	37
Kirgizia	-	-	-	-	1	1	-	1	1
Korea (North)	1	1	2	-	-	-	-	-	-
Korea (South)	31	41	72	35	49	84	36	55	91
Kuwait	1	3	4	-	3	3	-	3	3
Kyrgyzstan	1	3	4	-	3	3	-	1	1
Latvia	3	5	8	5	3	8	5	5	10
Lebanon	4	23	27	5	18	23	5	18	23
Liberia	-	-	-	-	-	-	-	1	1
Libya	-	1	1	-	1	1	-	1	1
Liechtenstein	-	-	-	-	-	-	-	1	1
Lithuania	5	1	6	6	2	8	4	5	9
Luxembourg	9	7	16	9	7	16	8	12	20
Macedonia	1	1	2	1	2	3	2	1	3
Madagascar	-	-	-	-	1	1	-	-	-
Malagasy Republic	-	-	-	-	1	1	-	-	-
Malawi	-	1	1	-	-	-	-	1	1
Malaysia	164	20	184	182	21	203	182	22	204
Maldives	2	-	2	1	-	1	-	1	1
Mali	-	-	-	-	1	1	-	-	-
Malta	-	3	3	-	2	2	-	-	-
Mauritania	-	1	1	-	-	-	-	-	-
Mauritius	50	8	58	54	2	56	57	4	61
Mexico	8	63	71	7	54	61	9	58	67
Moldova	4	1	5	4	-	4	3	-	3
Monaco	2	-	2	1	-	1	-	-	-
Morocco	-	2	2	-	1	1	-	3	3
Mozambique	1	1	2	1	1	2	1	-	1
Nepal	2	2	4	2	4	6	4	4	8
Netherlands	9	40	49	6	30	36	8	20	28
New Caledonia	-	1	1	-	-	-	-	-	-
New Zealand	2	14	16	1	12	13	1	12	13
Nicaragua	1	2	3	-	-	-	-	1	1
Nigeria	4	26	30	9	15	24	11	18	29
Norway	26	65	91	23	72	95	16	83	99
Oman	1	-	1	1	1	2	3	1	4
Pakistan	35	27	62	44	35	79	60	35	95
Panama	1	-	1	1	1	2	1	1	2
Peru	4	22	26	4	23	27	5	3	8
Philippines	4	2	6	6	5	11	5	3	8
Poland	13	13	26	17	16	33	21	22	43
Portugal	2	34	36	4	24	28	2	29	31
Puerto Rico	-	-	-	1	-	1	1	-	1
Qatar	1	-	1	2	1	3	1	-	1
Romania	5	7	12	6	11	17	2	8	10
Russia	37	35	72	44	25	69	39	30	69
Saudi Arabia	5	2	7	7	4	11	7	5	12
Serbia	-	1	1	1	-	1	-	1	1
Seychelles	2	-	2	1	-	1	1	-	1
Sierra Leone	-	2	2	-	-	-	-	1	1
Singapore	173	40	213	178	39	217	151	32	183
Slovakia	2	3	5	3	4	7	4	2	6
Slovenia	2	8	10	-	6	6	1	11	13
South Africa	6	18	24	5	15	20	3	25	28
Spain	16	50	66	15	59	74	13	53	66
Sri Lanka	12	6	18	9	5	14	15	5	20
St Kitts & Nevis	-	1	1	-	-	-	-	-	-
St Lucia	-	1	1	-	1	1	-	1	1
St Vincent	-	-	-	1	-	1	-	-	-
Sudan	-	1	1	-	-	-	-	-	-
Swaziland	-	1	1	-	1	1	-	1	1
Sweden	46	36	82	40	36	76	41	32	73
Switzerland	24	55	79	24	47	71	25	46	71
Taiwan	12	38	50	8	35	43	5	42	47
Tajikistan	1	1	2	-	1	1	-	-	-
Tanzania	1	2	3	5	2	7	5	3	8
Thailand	32	29	61	30	34	64	26	42	68
Tonga	-	-	-	1	-	1	1	-	1
Trinidad and Tobago	8	2	10	7	-	7	6	4	10
Tunisia	-	2	2	-	-	-	-	-	-
Turkey	7	51	58	10	47	57	8	35	43

## Analysis of Overseas Students by Domicile: 2002-2005 – continued

(Figures based on count at 31 May)

## Analysis of Overseas Students by Domicile: 2002-2005

COUNTRY OF DOMICILE	2002-2003			2003-2004			2004-2005		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Turkmenistan	-	-	-	-	-	-	-	1	1
Uganda	-	6	6	-	2	2	1	4	5
Ukraine	10	7	17	11	6	17	11	8	19
United Arab Emirates	8	3	11	9	2	11	12	12	24
Uruguay	-	1	1	-	3	3	-	3	3
USA	302	655	957	273	617	890	269	666	935
Uzbekistan	1	-	1	3	1	4	2	1	3
Vanuatu	-	-	-	-	1	1	-	-	-
Venezuela	-	9	9	-	10	10	-	4	4
Vietnam	12	3	15	19	2	21	33	3	36
Virgin Isles UK	-	-	-	-	2	2	-	-	-
West Indies	-	1	1	-	2	2	-	1	1
Yugoslavia	1	9	10	1	8	9	2	6	8
Zambia	5	1	6	2	-	2	10	2	12
Zimbabwe	12	5	17	10	3	13	10	2	12
<b>GRAND TOTAL</b>	<b>1925</b>	<b>3404</b>	<b>5329</b>	<b>2036</b>	<b>3167</b>	<b>5203</b>	<b>2068</b>	<b>3371</b>	<b>5439</b>
<b>1. THE CONTINENTS OF:</b>									
EUROPE	547	1323	1870	550	1152	1702	507	1256	1763
ASIA	883	834	1717	1015	895	1910	1082	922	2004
AFRICA	121	119	240	127	73	200	130	96	226
NORTH AMERICA	352	920	1272	326	860	1186	327	925	1252
SOUTH AMERICA	15	155	170	9	143	152	8	128	136
AUSTRALASIA	7	53	60	9	44	53	14	44	58
<b>TOTAL</b>	<b>1925</b>	<b>3404</b>	<b>5329</b>	<b>2036</b>	<b>3167</b>	<b>5203</b>	<b>2068</b>	<b>3371</b>	<b>5439</b>
<b>2. MEMBERSHIP OF THE COMMONWEALTH</b>									
<b>3. MEMBERSHIP OF THE EUROPEAN UNION</b>									
	652	629	1281	675	550	1225	681	611	1292
	341	1024	1365	330	866	1196	384	1028	1412



## GENERAL ACADEMIC REGULATIONS

### General

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

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

### Admission

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

### Registration

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

### Assessment

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

### Grievances and appeals

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

### Termination of registration

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

## 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 REGULATIONS FOR STUDENTS

Approved by the Council on 28 June 2005

### Principles

1. The Memorandum and Articles of Association of the School and the Code of Practice on Free Speech state that the School exists for the pursuit of learning. Its fundamental purpose can be achieved only if students, staff and visitors can work and conduct their business peacefully in conditions that permit freedom of thought and expression within a framework of respect for the rights of other persons.
2. In any disciplinary case, complaint or other situation, the School encourages those involved to seek informal resolution wherever possible.
3. These Regulations give effect to the intention of the School to maintain these conditions and to protect the School from actions that damage it or its members' reputation or standing. They are published annually in the online *Calendar*. Recommendations for alterations and additions to these Procedures may be made by the Student Affairs Committee, via the Academic Board, to the Council; and those alterations or additions that are approved by the Council shall come into effect upon approval unless stated otherwise.
4. In applying these Regulations the School will:
  - 4.1 assure privacy and confidentiality unless disclosure to a third party is necessary to progress proceedings or an appeal, in which case any relevant party will be notified in advance of the disclosure. Any party under investigation will not be victimised by the School.
  - 4.2 conduct all disciplinary cases on their individual merits and in accordance with the School's equal opportunities policy.
  - 4.3 deal with issues with appropriate speed and thoroughness. Proceedings will be treated with appropriate confidence. At any stage, a Deputy Director may suggest that the matter is dealt with by an informal process.
  - 4.4 continue to conduct any disciplinary case where a party has been given sufficient notice of a hearing or deadline, notwithstanding that party's failure to attend or respond to communications.
5. The School reserves the right to commence disciplinary proceedings in any case where there appears to have been a breach of the Regulations or where the reputation and/or standing of the School and its members could be damaged. This includes circumstances where a criminal offence may have been committed. The School reserves the power to suspend or discontinue proceedings at any time.
6. The School will refer incidents to the police in appropriate circumstances. This does not affect an individual's right to report incidents to the police. If a matter is reported to the police, the School will suspend any disciplinary proceedings during police enquiries, save that a Deputy Director may suspend any student under Regulations 16 to 18. Disciplinary proceedings by the School will not be dependent on the outcome of a referral to the police, but a conviction or other admission of guilt is a matter that may be taken into account in internal proceedings.
7. Deviations from these procedures will not invalidate any action taken against the student unless the fairness of the process was compromised. References to a Deputy Director include any other person expressly authorised by the Director to act in connection with disciplinary issues.

### The conduct of students

8. Students shall conduct themselves in an orderly, responsible and sober manner. In particular, 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; or
  - b. damage or deface any property of the School, or perform any act likely to cause such damage or defacement; or
  - c. use the School premises contrary to Regulations and Rules, or do any act reasonably likely to cause such use; or
  - 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; or
  - e. breach any rule, regulation or code imposed in connection with a hall of residence run by or on behalf of the School or the University of London; or
  - f. behave dishonestly, which includes dishonesty in academic matters such as falsification of evidence or plagiarism falling outside the *Regulations on Assessment Offences and Plagiarism*; or
  - g. commit a criminal offence; or
  - h. use 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, without making clear his or her status as a student, or the status of any such organisation; or
  - i. record a lecture, or use such a recording, without the permission of the lecturer concerned (but it is permitted to use notes taken at lectures for purposes of private study)
  - j. breach any School Regulation, Procedure or Code of Practice
  - k. breach the Data Protection Act 1998 and/or fail to follow the proper direction of their tutors on matters of data protection. For more information, students should contact their tutors or [www.lse.ac.uk/collections/dataProtection/](http://www.lse.ac.uk/collections/dataProtection/)
9. A student who is the subject of criminal investigation and/or proceedings in the courts may also be subject to the disciplinary procedure and penalties set out in these Regulations, regardless of the outcome of the investigation and/or proceedings. 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.

### Stage One: making a complaint

10. Where any member of staff or any student of the School believes that a breach of these Regulations has been committed by a student, s/he may submit a complaint in writing to the Secretary & Director of Administration (hereafter 'the Secretary'), who shall consider whether, and if so by whom, it should be investigated. The investigating officer must interview the subject/s of the complaint and present a report to the Secretary. In appropriate cases, the Secretary may refer the matter to the police.
11. If as a result of the investigation the Secretary is satisfied that there is a case to answer, s/he shall refer the complaint to a Deputy Director who will decide whether:
  - 11.1 the complaint should initially be addressed informally by the Dean of Undergraduate Studies or the Dean of Graduate Studies under paragraphs 15 to 18, particularly where the allegation is of a minor act of misconduct and involves an aggrieved party from within the School, or
  - 11.2 the complaint will be dealt by him/herself under paragraphs 19 to 22, or
  - 11.3 a Board of Discipline should consider the complaint under paragraphs 23 to 32, or
  - 11.4 the complaint should be handled under other, more appropriate, procedures (e.g. *Regulations on Assessment Offences and Plagiarism* or *Procedure for Considering Allegations of Harassment Involving Students*), or
  - 11.5 the matter should be reported to the Police.
12. At any time the Secretary may recommend to a Deputy Director the immediate suspension or exclusion of the student or students complained about from all or any specified use of School facilities and/or premises.
13. In deciding whether to suspend or exclude a student, the Deputy Director should consider issues such as the seriousness of a complaint against the student, the risk of an immediate breach of public order or physical injury to any individual and any other relevant matters. Any suspension or exclusion must be reviewed by a Deputy Director at least every 3 weeks.
14. A student who is suspended or excluded may appeal in writing to the Director who shall confirm, annul or amend the Deputy Director's decision.

### Stage Two: informal process by a Dean

15. On receipt of information from the Secretary under Regulation 11, the Deputy Director may address the complaint by delegating the matter to the Dean of Undergraduate Studies or the Dean of Graduate Studies to resolve the case informally by such methods as, for example, a written apology or voluntary work.
16. The Dean may call an informal meeting of the parties involved to discuss the case. No part of this discussion should be relied upon in any subsequent disciplinary action.

17. An issue resolved informally will not be recorded as a disciplinary offence against a student, although a written record of any resolution will be kept by the Secretary's Division. Informal settlements should not involve the imposition of any sanctions listed under paragraphs 31.4, 31.5 or 31.6 of these Regulations.
18. Cases settled by the informal process should not subsequently be revived, although failure of parties involved in a complaint to agree to the terms of an informal resolution may result in the Dean referring the matter back to the Deputy Director.

### Stage Three: resolution by a Deputy Director

19. Alternatively, the Deputy Director may decide that the findings of the Secretary's report are too serious for an informal resolution (but not serious enough to warrant a Board of Discipline) and, after meeting the student to hear his/her account of the facts, impose any of the following sanctions:
  - 19.1 give an oral reprimand, which may or may not be recorded on the student's file; or
  - 19.2 give a written reprimand, a copy of which will be placed on the student's file; and/or
  - 19.3 make a compensation order.
20. The Deputy Director will convey his/her decision to the student in writing.
21. The student may contest the decision to uphold a complaint under paragraph 19 by writing to the Deputy Director within 7 days of receiving the decision and requesting a Board of Discipline to be established to consider the allegation (see paragraphs 23 to 32). Boards of Discipline may increase, as well as decrease, the severity of the sanction imposed by the Deputy Director under paragraph 19.
22. A student who accepts a guilty verdict (i.e. s/he admits the offence) may appeal against the sanction only, by writing to the Director within 7 days of receiving the Deputy Director's decision, asking for him/her to reconsider the penalty imposed. The written appeal should explain the reasons for the appeal and provide any relevant information the student wishes the Director to consider. The Director may meet the student and will consider afresh what sanction should be imposed. The Director's decision is final.

### Stage Four: Board of Discipline

23. Having decided to convene a Board of Discipline under paragraph 11.3, or having received a request to do so under paragraph 21, the Deputy Director shall:
  - 23.1 normally appoint a person from the Secretary's Division who has had no previous dealings with the matter to act as Clerk to the Board of Discipline; and
  - 23.2 inform the student and the Secretary that a Board of Discipline is to be convened and identify the Clerk.
24. Having received notification that a Board of Discipline is to be convened, the Secretary shall appoint a person to present the complaint against the student ("the Presenting Officer") and shall notify the Clerk and the student of the Presenting Officer's identity.
25. It shall be the Clerk's responsibility to:
  - 25.1 Select the Board of Discipline in accordance with Regulations A8 and A10;
  - 25.2 Ensure that as early as possible and not less than 7 days before the date of the hearing, the Presenting Officer informs the student of the allegation against him or her and the facts that give rise to the allegation;
  - 25.3 Inform the student of:
    - a. the identities of the members of the Board of Discipline and of his/her right to object to a member under Regulation A13;
    - b. the date of the Board of Discipline hearing;
    - c. the student's right to representation under Regulation 26.1;
    - d. any dates by which the student and/or the Presenting Officer shall have carried out any tasks, including the disclosure of any documents or names of witnesses.
26. At the hearing of the Board of Discipline:
  - 26.1 The Presenting Officer and the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. If representation is to be by a lawyer, notice should be given to the Clerk at least 7 days before the hearing.
  - 26.2 There will be no formal rules of evidence. The Board of Discipline may regulate the hearing of the evidence that it receives and may request further evidence and/or information.
  - 26.3 The Presenting Officer and the student may produce such documents and call such witnesses as are relevant, subject to the Board of Discipline's discretion.
  - 26.4 The Presenting Officer and the student shall each be entitled to examine any witness called.
27. The Board of Discipline's deliberations shall be private. The decision of the Board of Discipline shall be by a majority.
28. The Board of Discipline shall decide whether a disciplinary offence has been committed and what sanction(s) shall be applied under these Regulations.
29. The Board of Discipline shall give its decision and brief reasons in writing to the student, the student's tutor or supervisor, the Secretary, the Director, and, unless the student otherwise directs, the General Secretary of the Students' Union.
30. If a member of a Board of Discipline is absent during any part of the proceedings of the Board, s/he shall take no further part in the proceedings. His or her absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chair) falls below 3, in which case the proceedings shall be adjourned and notice given of the time and place of the resumption of the meeting. A minor defect in the constitution of a Board of Discipline shall not invalidate its decision.

### Penalties for Breaches of these Disciplinary Regulations

31. Any or any combination of the following penalties may be imposed for misconduct:
  - 31.1 oral reprimand, which may or may not be recorded on the student's file;
  - 31.2 written reprimand, a copy of which will be placed on the student's file;
  - 31.3 compensation, in money or money's worth representing the value of any property damage;
  - 31.4 a fine not exceeding a sum fixed by the Student Affairs Committee which until it decides otherwise shall be £250, which shall be paid within four weeks, or such greater time as the Director may allow, of it 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 such a fine has been paid.
  - 31.5 suspension from defined facilities of the School for a specified period;
  - 31.6 expulsion from the School.
32. 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 conditional upon the good behaviour of the offender for a specified period not exceeding the remainder of his or her period of study at the School.

### Stage Five: appeal against a decision of a Board of Discipline

33. The student may appeal against the decision of a Board of Discipline by writing to the Director within 12 days of being sent the decision under Regulation 31. The notice of appeal must set out the reason and grounds for the appeal. Upon receipt of the appeal, the Director shall consider whether to:
  - 33.1 summarily dismiss the appeal, sending a Completion of Procedures Letter to the student, or
  - 33.2 direct that an Appeals Committee be convened and direct it as to the specific issues to be considered, and appoint a Clerk to that committee. An Appeals Committee can increase, as well as decrease, the severity of a sanction imposed by a Board of Discipline.
34. The Clerk will:
  - 34.1 convene an Appeals Committee in accordance with Regulations A9 and A10;
  - 34.2 notify the student and the Secretary of the identities of the members of the Appeal Committee and of the specific issues to be considered;
  - 34.3 inform the student of his/her right to object to a member of the Committee under Regulation A13;
  - 34.4 inform the student of his/her right to representations;
  - 34.5 inform the student and the Secretary of the dates by which they must perform any task, such as the disclosure of documents or other evidence to be relied upon.



35. The Secretary may appoint a Presenting Officer to put the School's case to the Appeal Committee and to perform any preparatory tasks.
36. The Appeals Committee:
- 36.1 shall determine its own procedure and the Clerk will inform the student and Presenting Officer of its intentions;
- 36.2 shall give the student and the Presenting Officer the opportunity to make submissions to it and to comment upon each other's submissions, and may direct that the submissions be oral or written;
- 36.3 will not be obliged to rehear evidence, but may at its discretion do so and may allow new evidence to be called;
- 36.4 having considered all relevant available evidence, shall make its decision on the basis of a majority.
37. The Appeals Committee shall report its decision with reasons to the student, the Secretary, the Director, the student's tutor or supervisor and, unless the student otherwise directs, the General Secretary of the Students' Union.

#### Completion of the School's procedures

38. Having received the report from the Appeals Committee or at the expiry of any limit of time for an appeal to be made, the Director shall send the student a Completion of Procedures Letter.
39. The student shall have the right to complain to the Independent Adjudicator for Higher Education (OIA) in accordance with the OIA's rules ([www.oiahe.org.uk](http://www.oiahe.org.uk)). The Director shall receive and consider the Independent Adjudicator's formal decision and recommendations.

#### ANNEX A

##### Panels, boards and other bodies

###### Panels

- A1 There shall be panels constituted by the Regulations in this Annex, from which members of Boards of Discipline and Appeal Committees shall be selected.
- A2 The Panel of Student Members of Boards of Discipline shall consist of not less than ten and not more than twenty persons who are registered full-time students. The Panel shall be selected annually by lot. The Panel will comprise a list of undergraduate students and a list of graduate students. Each list shall consist of not fewer than five and not more than ten students.
- A3 The annual selection of members of the Panel of Student Members of Boards of Discipline shall be made by the Secretary & Director of Administration in the academic year preceding the year of office, using a random selection process. The Secretary & Director of Administration shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the panel. Only the Director may excuse a person selected to be a member of a Board or Committee from service on that Board or Committee. Any casual vacancies that arise during the year of office may be filled by further random selection. The General Secretary of the Students Union shall be entitled to appoint a student to observe the conduct of the selection.
- A4 The Panel of Lay Governor Members for Boards of Discipline shall consist of ten Lay Governors appointed annually by the Nominations Committee on behalf of the Court of Governors.
- A5 The Panel of Academic Members for Boards of Discipline shall consist of ten members of the academic staff who have at least two years of standing at the time of selection.
- A6 The annual selection of the Panel of Academic Members for Boards of Discipline shall be made by the Academic Nominations Committee (ANC) in the academic year preceding the year of office using the established ANC random selection process. The ANC shall exclude from selection persons who 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.
- A7 The year of office of members of each Panel shall commence on 1 August each year.

###### Board of Discipline

- A8 Where a Board of Discipline is to be convened, it will comprise:
- two student members drawn from the Panel of Student Members of Boards of Discipline. Save where there is good reason not to do so, the student members will comprise one undergraduate and one graduate student, and
  - one member drawn from the Panel of Lay Governors for Boards of Discipline, and
  - two members drawn from the Panel of Academic Members for Boards of Discipline.

###### Appeal Committee

- A9 Where an Appeals Committee is to be convened, it will comprise:
- one member of the Panel of Student Members of Boards of Discipline, and
  - one member of the Panel of Lay Governor Members of Boards of Discipline, and
  - one member of the Panel of Academic Members of Boards of Discipline.

###### General

- A10 No person shall be eligible for selection as a member of a Board or Committee if:
- s/he is the subject of the case intended to be referred to that Board, or
  - s/he is the person who has brought the complaint, or
  - s/he has previously been involved in the issue, or
  - in the opinion of the Director (following referral from the Clerk), it would be unfair to the student if s/he were selected.
- A11 Only the Director may excuse a person selected to be a member of a Board or Committee from service on that Board or Committee.
- A12 A Board or Committee shall choose its own Chair from among the Lay Governor and academic members. A board or committee shall be quorate provided at least three members are present.
- A13 The student or the Presenting Officer may challenge the appointment of any member of a Board of Discipline or Appeals Committee. A challenge must be submitted in writing to the Clerk no later than three days after notification of the members of the Board or Committee has been given and must explain the grounds for objecting to the appointment. The Director shall determine whether the proposed Board or Committee member should be replaced.

#### Annex B of the Disciplinary Regulations for Students

##### Advice and Counselling

- Where an allegation of misconduct has been made, the complainant and the respondent 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, Dean of Graduate Studies, Adviser to Students with Disabilities/Dyslexia or Adviser to Women Students, as appropriate, will normally be responsible for ensuring that advice and counselling is available to students; and the Human Resources Director 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.

*Alleged plagiarism in work submitted in connection with the requirements for an award*

- 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.
17. 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.
  18. 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*
19. 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.
  20. The Academic Registrar may 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.
  21. 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.
  22. Except where paragraph 21.1 applies, the allegation shall be heard by an Assessment Misconduct Panel constituted under these Regulations.

#### The assessment misconduct panels

23. 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.
24. 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

25. 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.
26. 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.
27. 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.
28. 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) or invigilator(s) to provide their response within a defined time that should not exceed 14 days.
29. 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.
30. 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

31. 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.
32. 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.
33. 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

### Preamble

Any candidate may present to the Academic Registrar information about mitigating circumstances that adversely affected her/his examination performance, provided that it is received within seven days of her/his last examination (including an essay, report, or dissertation) and is corroborated by official documented evidence. Since mitigating circumstances cannot result in a change to any mark, the Academic Registrar shall arrange for the relevant examination board to take such information into account either:

- (i) when a candidate is in her/his final year so that the examiners can decide whether or not to recommend a higher class of award than the normal application of the relevant classification scheme would permit; or
- (ii) when a candidate has failed a course so that the examiners can decide whether or not to condone or discount a failed attempt.

In all other circumstances the remainder of the Regulations will apply.

### 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(s) in question. There are no other or further means for making such a request within the School. The Regulations do not cover appeals in respect of examinations conducted or decisions taken by bodies other than the School.
2. These Regulations concern only decisions made by boards of examiners. Separate Regulations 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.

### Decisions in respect of which an appeal may be made

4. A student may appeal against any decision of a board of examiners that directly affects the assignment of a mark or grade (including absent, incomplete, or failure); and/or that provides or does not provide for any re-examination, and the circumstances thereof; and/or that recommends or does not recommend an award; and/or that recommends the final classification of any award.

### Grounds for making an appeal

5. The grounds for making an appeal are that there was a procedural defect in the conduct of the examination and/or in the processing of scripts, and/or in the assessment of the candidate (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe, and/or to introduce new medical or mitigating circumstances as set out in Regulation 7 below.
6. The grounds in regulation 5 shall include but shall not be limited to:
  - 6.1 miscalculation of marks.
  - 6.2 failure of the examination board to consider any statement that both details any medical and/or mitigating circumstances experienced by the candidate and explains how such circumstances adversely affected her/his examination performance.
7. Exceptionally it shall be permissible for any candidate to present, as part of the appeal, new information about medical or mitigating circumstances that adversely affected her/his examination performance provided that it is corroborated by official documented evidence and that there was good reason for such evidence not to have been presented earlier.
8. 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.

### 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 four weeks of the date on which the decision against which the appeal is being made was posted to the student. Exceptionally, the Academic Registrar may use her/his discretion to accept an appeal after the four weeks period. The letter of appeal must be signed and dated by the student and state all of the following information:
  - 9.1 the name of the student,
  - 9.2 full contact details for the student during the period of the hearing of the appeal,
  - 9.3 the decision of the board of examiners against which the appeal is being made,
  - 9.4 the grounds of appeal, including the detail of any procedural defect claimed,
  - 9.5 where relevant to the appeal, a statement presenting new information, corroborated by official documented evidence, about any medical or mitigating circumstances that adversely affected her/his examination performance.
10. The Academic Registrar shall acknowledge receipt of the letter of appeal.
11. The Academic Registrar shall consider the application submitted by the student and determine whether the student has identified valid grounds of appeal.
12. If the Academic Registrar does not consider the grounds of appeal to be valid, he/she will return the application to the student with a brief explanation and grant the student seven days to resubmit his/her appeal.
13. If the student resubmits his/her application and still fails to identify a valid ground for appeal, the Academic Registrar will reject the application. The student will have the right to request that a Deputy Director review the Academic Registrar's decision.

### First stage of appeal

14. If the student has identified valid grounds for an appeal, the Academic Registrar shall direct an investigation into the allegation. When the investigation is complete, the Academic Registrar shall:
  - 14.1 refer the appeal to the chair of the relevant examination board, providing details of the findings from her/his investigation to both the chair and the student, or
  - 14.2 where information coming to light during the investigation strongly suggests that the appeal will fail, write to the student to provide details of the findings from the investigation and to ask her/him to confirm within fourteen days that he/she wishes to proceed with the appeal. The student will also have an opportunity to provide any additional evidence in support of the grounds of the initial appeal within the same fourteen days period. If the student decides to proceed with the appeal, the Academic Registrar shall refer the appeal to the chair of the relevant examination board.
15. The chair of the board shall expeditiously decide on behalf of the board, and without consulting it, whether the facts provided (including the reasons for entering late evidence of mitigating circumstances under Regulation 7) 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 and the reasons for it, which the Academic Registrar shall convey to the student.
16. 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, which will be invalid without ratification by the relevant School Board of Examiners, shall be communicated to the Academic Registrar and by the Academic Registrar to the student. In the case of intercollegiate, ERASMUS or General Course students, the board's decision may extend to making a recommendation to the student's awarding body. Provided that the Board has properly adhered to School procedures, there shall be no revival of the appeal and no action under Regulations 18 to 26.
17. At the beginning of each calendar month after the appeal has been lodged (provided that 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

18. Subject to these Regulations a student may appeal against a decision under Regulation 15 not to refer the matter to the board for re-consideration.
19. For such an appeal to be heard the student shall request the invoking of formal procedures for the second stage of appeal by a letter to the Academic Registrar, which must be received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to Regulation 15.
20. Exceptionally, at the proposal of the Academic Registrar, a Deputy Director may certify the notice of appeal as invalid 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.
21. On receipt of a valid request under Regulations 19 and 20 the Academic Registrar shall:
  - 21.1 acknowledge receipt to the appellant
  - 21.2 call a meeting of the Appeals Committee as constituted under Regulations 28 to 33.
22. 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. The Committee will invite the appellant and/or a representative to appear before it. In order to ensure that the meeting is as effective as possible, the Chair of the Committee at her/his discretion may seek to clarify and/or request new information from the appellant. The appellant will be provided with a copy of any written material to be considered by the Committee at least two days before the meeting.
23. The Appeals Committee may ask any other person, including the chair of the examination board, to appear before it and/or to give written evidence if desired. Should the appellant wish to disagree with the statement of such a person the nature and extent of the disagreement should where possible be made known while that person is present and is able to respond.
24. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
25. The Committee may at its discretion and on behalf of the School make one of the following decisions:
  - 25.1 that the appeal be allowed and the matter be referred back to the examination board, or
  - 25.2 that the appeal be dismissed.
26. The Academic Registrar shall by letter convey the decision under Regulation 25 with a brief record of the reasons 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 25.1, the Academic Registrar shall also inform the chair of the examination board and give him/her a brief record of the reasons why the appeal has 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

27. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. Following the completion of procedures at Regulation 16, 20 or 26, the Academic Registrar will issue a letter to this effect to the appellant. It will remain open to a student who remains dissatisfied with the outcome of the appeal process to direct a complaint to the Independent Adjudicator for Higher Education.

### Constitution of the Appeals Committee

28. 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.
29. The Committee shall consist of:
  - 29.1 an experienced chair of examiners, in the chair
  - 29.2 two members of the academic staff
  - 29.3 a student or sabbatical officer of the Students Union appointed by the appellant.
30. 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.
31. Membership for each case shall be determined by a Deputy Director who shall make appointments from a panel annually established by the Academic Board.
32. All members shall act as their best judgment dictates, within these Regulations, without advocacy for or against the case advanced by or on behalf of the appellant.
33. The quorum of the Appeals Committee shall be three, including the chair. Should a quorum not be present within thirty minutes of the time notified for the hearing to begin it shall be adjourned and notice of a meeting at a different time shall be issued under Regulation 21.2.

### Schedule (not part of the Regulations)

The powers of the School under these Regulations shall be exercised in accordance with this Schedule.

Topic	Power exercised by
Examination board	as appropriate, the School Board of Examiners for BA and BSc degrees; or the Board of Examiners for LLB Degrees; or the Graduate School Board of Examiners.

## 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-medicinal use of medicinal drugs as well as drugs with no current medicinal uses. Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties). Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.
    - 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

### Section One

#### Principles for Complaints Management

- The School is committed to providing a high quality of education and service to its students. These procedures are a part of the School's commitment to responding to students' complaints.
- A distinction is drawn between Academic and Service Complaints:
  - Academic complaints relate to issues that have a direct effect on the provision of teaching, learning, research and supervision to students of the School.
  - Service Complaints pertain to issues connected with services, not directly related to the School's core provision of teaching, learning, research and supervision.
- The following principles will govern the submission and investigation of academic complaints from students:
  - Departmental resolution: Student complaints should initially be raised at departmental level, which includes the Deans of Undergraduate and Graduate Studies, and the Associate Dean for the General Course. If a complaint cannot be resolved at departmental level there are specific procedures that will allow for resolution at a higher level (see Paragraph 18 of Section Two).
  - Confidentiality: Privacy and confidentiality will be assured in the School's handling of student complaints unless disclosure is necessary to progress the complaint or appeal, in which case the complainant will be notified in advance of the disclosure.
  - Protection: The School will take necessary action to avoid the victimisation of all parties involved in a complaint.
  - Frivolous or malicious complaints: If a complaint is considered to be frivolous (unfounded, trivial and persistent) or malicious (with vindictive motivation), the complainant may be liable for disciplinary action.
  - Method: 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 and will refer complaints made under one procedure for consideration under a different procedure when appropriate. 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.
- Informal advice on the complaints regulations and appeals procedures may be obtained from the following sources:
  - Student Services Centre
  - Departmental Tutor /Departmental Convener
  - Dean of Graduate/Undergraduate Studies
  - Students' Union
  - Adviser to Women Students
  - Adviser to Students with Disabilities
  - Wardens of halls of residence
- Informal advice on service complaints can also be obtained from the respective Divisions of which a complaint concerns.

### Section Two

#### Procedure for the consideration of complaints from students on academic matters [excluding examination assessment appeals]

Note: 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*. Research students wanting to appeal against the result of an assessment should use the University of London's Procedure for Consideration of Appeals by Candidates for Research Degrees. When a complaint is received by the School, consideration will also be given to whether it should be referred to more appropriate procedures (eg staff disciplinary or anti-harassment procedures).

#### General

- The School will consider complaints from students of the School, if notice is given within 3 months of the incident occurring. Generally, the School will not consider matters raised outside of this period or by individuals no longer pursuing a course of study at the institution, nor matters raised anonymously or via third parties.
- Complaints will be considered and addressed with appropriate privacy and confidentiality. However, in order to properly investigate and consider some complaints, disclosure is necessary. In such cases, the complainant will normally be notified in advance of the disclosure.
- Where a complaint raises issues that may be addressed under other procedures of the School (for example staff performance, discipline or health), the Secretary and Director of Administration (hereafter 'the Secretary') may direct that any factual issues, and in exceptional cases the complaint itself, shall be addressed under those other procedures. Allegations of harassment will normally be referred to the *School's Procedure For Considering Allegations Of Harassment Involving Students* [www.lse.ac.uk/resources/schoolRegulations/procedureForConsideringAllegationsOfHarassmentInvolvingStudents.htm](http://www.lse.ac.uk/resources/schoolRegulations/procedureForConsideringAllegationsOfHarassmentInvolvingStudents.htm).
- Any deviation from this procedure shall not invalidate any outcome, unless the fairness of the proceedings is compromised.
- Where a complaint is made about a post holder whose position is named as being required to carry out actions in this procedure, the Director (or if the Director is the subject of complaint another senior post holder) will identify an alternative to that post holder.



12. The School will permit a 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 unless stated otherwise those accompanying complainants do so as observers and may not be legal advisers.
13. If a case reaches the stage of an internal formal hearing by a Grievance Committee, 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.
14. If, having been given reasonable notice of the date, time and location of a formal hearing, the complainant is unable to attend, the School reserves the right to hear the matter in the complainant's absence. The complainant may submit written submissions or, where the Regulations allow, appoint a representative to speak on his or her behalf. Where exceptional circumstances delay the meeting of the Grievance Committee, such delay will not exceed three months and at the expiry of that period the Committee will hear the matter in the complainant's absence.
15. This procedure has a mechanism for appealing against decisions as specified below. The final internal level of appeal is reviewed by the Director. If still dissatisfied, the student may then refer an issue to the Office of the Independent Adjudicator for Higher Education.
16. Where any part of a complaint is upheld, the School will ensure that appropriate remedial action is taken. A student whose complaint is upheld has no entitlement to reimbursement of any costs. However, the School may decide to reimburse the student's reasonable incidental costs. Only in the most exceptional of circumstances will the School consider meeting a student's legal costs or other costs of representation.
17. Students will be given an explanation for delays that result in the time limits referred to by the regulations being exceeded. Students should note that unjustified delay by them in complying with time limits can be taken into account and may result in their complaint being dismissed in whole or in part.

#### Departmental Resolution

18. A student who is dissatisfied with an academic matter should first raise the issue at a local level within the department or institute concerned as soon as possible ("departmental resolution").
  - 18.1 If an undergraduate, the student should address the matter with his/her Tutor, Departmental Tutor, Departmental Convener or the Dean of Undergraduate Studies as appropriate.
  - 18.2 If a graduate student, the student should address the matter with his/her Supervisor, Tutor, Programme Director, Research Student Tutor, Departmental Convener or Dean of Graduate Studies, as appropriate.
19. Where under paragraph 23.1 below it is directed that the student should raise the matter at departmental level, the student may only refuse to do so with good reason and must inform the Secretary of that reason. If the Secretary considers that the reason is not adequate, s/he should inform the student that unless the matter is raised for departmental resolution, the School will not consider the complaint further.
20. The student may appeal against the Secretary's decision to refer the matter to resolution at departmental level in writing to a Deputy Director. Such an appeal should be made within seven working days of the notification of the Secretary's decision under paragraph 23.1. The Deputy Director will review the Secretary's decision and either uphold it (in which case there is no further appeal) or substitute another option as if under paragraph 23.

#### Making a Formal Complaint/Starting the Procedure

21. A student who wishes to submit a formal complaint shall give written notice to the Secretary within 3 months of the date of the incident. The Secretary will not normally consider notices received after this 3 month period. The notice shall explain the grounds for complaint and refer to any supporting evidence. A notice submitted after the student has ceased registration will not normally be considered.
22. The Secretary will consider the complaint and decide how it is to be investigated and considered. The Secretary may consult with the Human Resources Director where the complaint involves a member of School staff.
23. Having considered the complaint, the Secretary may exercise the following options:
  - 23.1 Direct the student to raise the complaint at departmental level under paragraph 18.
  - 23.2 Suggest informal means to address the complaint, including but not limited to mediation. If the Secretary proposes this option, s/he must request the student's written agreement within a period not exceeding 14 days. If the student does not respond, the Secretary will consider other options under paragraph 23. The student's refusal to agree to an informal resolution will not be taken into account.
  - 23.3 If there are matters raised by the complaint that ought properly be investigated under another of the School's procedures, the Secretary may refer the matter(s) to those other procedures.
  - 23.4 Appoint a named person to investigate the complaint.
  - 23.5 If the Secretary is satisfied that the complaint raises no issue for investigation, dismiss the complaint. If dismissing the complaint, the Secretary shall write to the student giving reasons for dismissing the complaint. The student may appeal against the decision to dismiss his/her complaint (see paragraph 26 below).
  - 23.6 The Secretary may further refer the student under the Disciplinary Regulations if s/he considers the complaint to be frivolous or malicious.
24. The Secretary will write to the student to inform him/her of the decision normally within 28 days of receiving the complaint.

#### Summary Process

25. Where the complaint is investigated under paragraph 23.4, the named investigator will submit a written report of his/her findings to the Secretary, who will then consider the following options:
  - 25.1 If the complaint has not previously been raised at departmental level (paragraph 18), the Secretary may direct that the student do so.
  - 25.2 The Secretary may suggest informal means to address the complaint, including, but not limited to mediation.
  - 25.3 If the Secretary is satisfied there are issues that ought properly to be addressed under another of the School's procedures, s/he may refer the matter(s) to those other procedures.
  - 25.4 If the Secretary is satisfied there is no substance to the complaint, s/he will dismiss the complaint and inform the student in writing. The Secretary may refer the student under the Disciplinary Regulations if s/he considers the complaint to be frivolous or malicious.
  - 25.5 If, as a result of the investigation the Secretary is satisfied that there is substance to the complaint s/he may:
    - 25.5.1 Uphold the complaint and specify the remedial action to be taken (if any) or
    - 25.5.2 Refer the complaint for formal consideration by a Grievance Committee.
26. Where the Secretary either dismisses the complaint under paragraphs 23.5 or 25.4, or upholds the complaint and determines a remedy under paragraph 25.5, the student may appeal in writing to a Deputy Director. Such an appeal should be made within 7 working days of the notification of the Secretary's decision. The Deputy Director will reconsider the complaint under paragraph 25 as appropriate. Following reconsideration of the complaint, the Deputy Director will write to the student to convey, and giving reasons for, his/her decision.
27. If Deputy Director dismisses or upholds the complaint and suggests remedial action under paragraph 25.5.1, the student may appeal in writing to the Director within 7 working days of the Deputy Director's decision letter. The Director will review the Deputy Director's decision and either uphold it or replace it with another option under paragraph 25.
28. The Director shall write to the student giving reasons for his/her decision. If s/he upholds the Deputy Director's decision, the Director shall send a Completion of Procedures Letter to inform the student of his/her right to appeal to the Independent Adjudicator for Higher Education (see paragraph 48 below).

#### Grievance Committee Process

29. If the Secretary or a Deputy Director directs that a Grievance Committee is to consider a complaint, s/he will normally appoint a person from the Secretary's Division who has had no previous dealings with the matter to act as Clerk to the Committee. The Clerk shall carry out such acts as are necessary to establish and to facilitate the operation of the Committee.
30. The Clerk shall notify the student in writing of:
  - 30.1 the identities of the members of the Grievance Committee and the student's right to object to a member under paragraph 39 below.
  - 30.2 the date and venue of the Grievance Committee meeting.
  - 30.3 his/her right to be heard by the Committee and to present evidence to the Committee.
  - 30.4 the identity and/or location in the School of the person responding to the complaint on behalf of the School.

- 30.5 any dates by which the student and/or the School shall have carried out certain tasks, including the provision of any documents.
- 30.6 his/her and the School's right to call and question witnesses.
31. If at any hearing before the Committee the student or the person responding on behalf of the School wish to be accompanied or represented by another person, notice should be given to the Clerk and the other party at least 7 working days in advance. The notice should state the identity of the person attending to accompany or represent the complainant and their professional qualifications (if any) and/or relationship with the party.
32. The Committee may adopt such procedure as it deems fit, including adjournments, provided that:
  - 32.1 the student and the School are given the opportunity to address the Committee in writing and/or orally.
  - 32.2 the student and the School are given the opportunity to question any witnesses.
33. The deliberations of the Grievance Committee shall be private. The decision of the Committee shall be by majority. The Chairman has a casting vote in the event of a tie.
34. The Grievance Committee will determine whether the complaint is well founded and, if upholding the complaint, will specify the remedial action to be taken and, whether upholding the complaint or not, may make recommendations for future conduct of the parties involved. Remedies may include but are not limited to financial redress, apologies, and/or a referral to another procedure.
35. The Grievance Committee shall give its decision and brief reasons in writing to the student concerned, the person responding on behalf of the School, and the Secretary.
36. The student may appeal against the Grievance Committee's decision to the Director.

#### Panels, Boards and Other Bodies

37. Where, under this procedure a Grievance Committee is to be established, it will comprise:
  - 37.1 Two lay governor members of the council drawn from the Panel of Lay Governor Members for Boards of Discipline.
  - 37.2 Two members of the academic staff appointed from a Panel established by the Academic Board;
  - 37.3 One student of the School, who shall normally be a sabbatical officer of the Students' Union. In exceptional circumstances, the student member may be drawn from the Panel of Student Members of School Boards.
38. No person shall be eligible for selection as a member of a Grievance Committee if:
  - 38.1 s/he is a subject of the complaint, or
  - 38.2 s/he is otherwise involved in the complaint in some material way.
39. The student may challenge the appointment of any number of the members of the Committee. Challenges must be made in writing to the Director no later than 3 working days after notification of the members of the Panel has been given, and explain the grounds for objecting to the appointment of the relevant individual. The Director will determine whether the proposed Panel member should be replaced.
40. If a member of the Grievance Committee is absent from any part of the proceedings, s/he shall take no further part in the proceedings and his/her absence shall not invalidate proceedings unless the number of members present throughout proceedings falls below 3 persons.
41. The Committee will be chaired by one of the appointed Lay Governors. The Committee shall be quorate provided at least 3 members are present and shall make its decisions by majority. Committee members may not abstain from a vote on a proposed course of action. The Chairman has a casting vote in the event of a tie.

#### Appeal Process

42. An appeal against the Grievance Committee's decision should be in writing, explaining the reasons for the appeal (see paragraph 43 below), and received by the Director not later than 6 weeks after the Committee's decision is notified to the student.
43. The grounds for an appeal are:
  - 43.1 Significant procedural defect or material irregularity affecting the fairness of the original determination of the complaint;
  - 43.2 Significant new evidence that was not presented previously for a good reason;
  - 43.3 Significant extenuating factor which was not raised previously for a good reason.
44. The Director may give directions for the consideration of the appeal, which will usually involve the student and the person responding on behalf of the School submitting written representations and supporting evidence and having the opportunity to comment upon the other's submission. Oral submissions will not normally be considered.
45. The Director may:
  - 45.1 reject the appeal.
  - 45.2 reconvene the existing, or appoint a new, Grievance Committee to reconsider the matter.
  - 45.3 substitute his/her own remedy for the complaint.
46. The Director shall inform the student of his/her decision in writing, explaining the reasons for that decision.
47. Where the Director rejects the appeal (paragraph 45.1) or substitutes his or her own remedy (paragraph 45.3), s/he shall send a Completion of Procedures Letter to inform the student of his/her right to appeal to the Independent Adjudicator for Higher Education (paragraph 48 below).

#### Office of the Independent Adjudicator for Higher Education

48. Having received a Completion of Procedures Letter under paragraphs 28 above, the student may complain to the Independent Adjudicator for Higher Education (OIA) in accordance with the OIA's rules.
  49. The Director shall receive and consider the Independent Adjudicator's formal decision and recommendations.
- June 2005

## 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 in paragraphs 5 and 14 below.

If, after these complaints procedures have been exhausted, a student remains dissatisfied with the way his/her complaint has been dealt, s/he may refer it to the Office of the Independent Adjudicator for Higher Education. Advice on how to proceed will be found on the Adjudicator's website at [www.oiahe.org.uk](http://www.oiahe.org.uk).

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<sup>1</sup>, 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.]<sup>2</sup> 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<sup>3</sup> 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<sup>4</sup>. 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<sup>5</sup>, the Director will seek the agreement of the student<sup>6</sup>. 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;<sup>7</sup> or
  - 7.2 refer the matter to a Grievance Committee appointed by the Council as set out below.<sup>8</sup>
8. Where the Director proceeds under paragraph 7.2, the student shall be notified in writing:<sup>9</sup>
  - 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<sup>10</sup> or recommendation (based on a majority decision) to the Director, as it considers appropriate in the circumstances of the case, this report is not binding on the School. In writing its report the Committee shall have regard to the need to protect the position of any witnesses. The report may propose whatever remedy the Committee considers appropriate in respect of a complaint which is found to be substantiated; such remedy may include a proposal that all or part of the subject matter of the complaint be considered under the Disciplinary and Dismissals Procedure for Academic Staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity. The Director will consider the report of the Committee and reach a decision.
13. The report of the Committee will be presented to the student with a letter from the Director containing his or her decision.
14. Where a student remains dissatisfied and all the procedures above have been exhausted, the student will have access to a person with no prior involvement in the case who can review the way in which the case has been handled. Students should note that any finding of the Review will have the status of a non-binding recommendation that shall be placed before the Director for consideration.
  - 14.1 The request for a Review must be in writing and be lodged with the Director normally within 8 weeks of receipt by the student of the Director's decision. Applications for Review may not be accepted unless they are on one or more of the following grounds:
    - Significant procedural defect or material irregularity;
    - Significant new evidence that was not presented previously for a good reason;
    - A significant extenuating factor which was not raised previously for a good reason.
15. The Review will be conducted by a Lay Governor, selected by lot from the Panel of Lay Governors established for this purpose. The Lay Governor must not be a member of any of the School's committees that deal with student matters.
  - 15.1 If it becomes apparent during the course of proceedings that the Lay Governor has an interest in the matter, it must be disclosed immediately to the Director who will decide in consultation with the Lay Governor whether it is appropriate for the Lay Governor to deal with the Review.
  - 15.2 The student will also have the option of either accepting or rejecting the appointment of any Lay Governor and can exercise the right of pre-emptory challenge up to three times.
  - 15.3 The Lay Governor will have access to independent legal advice if required in conducting the Review.
  - 15.4 The Lay Governor should avoid communicating directly with any of the individuals involved in dealing with the case at earlier levels of the Procedure.
  - 15.5 The Lay Governor will make such report or recommendation, as he/she feels appropriate in the case, giving reasons for his/her findings.
16. The student and School are permitted to submit documentation in advance of the Review to support their respective cases, copies of the submissions will be made available to the School and the student. Oral submissions will not normally be considered. The Lay Governor may seek additional information from both the School and the student to assist in conducting the Review.
17. The student will be notified of the outcome of the Review and the Director's decision, with the reasons for the decision, normally within 12 weeks of a request for a Review being made. The Review is the final stage of the Procedure.

**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](mailto: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/](http://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 on the online *Calendar*.

**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](mailto:k.j.haynes@lse.ac.uk)*

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](mailto: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**

- Noise, disturbance or unseemly behaviour is prohibited, including abusive or threatening behaviour to Library staff.
- No food or drink (other than water) is permitted in the Library, apart from the Lobby area to the left of the entrance.
- Smoking is not permitted.
- Disruptive mobile phone use is prohibited: Mobile phones should be switched off or set to silent mode in the Library. Talking on the phone or letting it ring or beep is prohibited. Texting is permitted but only in silent mode. Outgoing calls may be made in designated areas, currently the toilet lobbies and the entrance Lobby area.
- Library users are asked to treat other users with consideration, in particular those with a disability.
- 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.
- Library furniture, fittings or equipment must not be misused or their arrangement altered.
- 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 to allow others to use study places. Note that any unattended belongings are left at the owner's risk.
- Library users may be asked to present their bag for inspection by Library staff, as well as any books or folders they are carrying.
- 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**

- 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.
- 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.
- 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](http://www.library.lse.ac.uk)
- Children under 12 are not allowed in the Library.

**Loan facilities and terms of borrowing**

- 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](http://www.library.lse.ac.uk)**
- 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](http://www.library.lse.ac.uk)
- 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.
- 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.
- Course Collection books may not be removed from the Collection unless issued on loan.
- A current Library card is required whenever borrowing items.
- Library materials on loan to one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of items loaned.
- Items on loan may be recalled at any time if required for the use of another reader.
- All Library materials borrowed must be returned within the stipulated loan (or recall) period. Failure to do so may result in a fine.
- 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.
- 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](http://www.library.lse.ac.uk)**

**Use of material within the Library**

- No book or other Library property may be taken from the building at any time without authority.
- 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.
- 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**

- 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**

- 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**

- 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.
- 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**

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

**Scope**

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

**Authorised users**

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

**Obligations of users**

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

**Detailed regulations and conditions**

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

**Permissions**

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

**Access to the systems**

- Authorised users are provided with access to the School's IT facilities by means of a username and password. Users must take all reasonable steps to keep their passwords confidential and not disclose them to anyone else. If an authorised user believes that their password has become known to anyone else, the password should be changed at the earliest opportunity.
- Any user who, for whatever reason, comes to know the password of any other user must not attempt to obtain access to the School's IT facilities using that password nor disclose it to any other person. Use of a password by anyone other than the authorised person will be treated as serious misconduct.

**Penalties**

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



## CONDITIONS OF USE OF IT FACILITIES AT LSE

For the purposes of these conditions of use, the "IT Facilities" are any of the LSE's IT facilities, including email, the internet and other networks, and all computers, laptops and related software and hardware.

By accessing and/or using the IT Facilities, 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 the IT Facilities and/or the data saved on those facilities. You should save your 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. You must ensure that confidential material is password protected and/or encrypted as appropriate to prevent unauthorised access by third parties.

### General

3. You may only use the IT Facilities for commercial activities if you are an employee of the School and such use forms part of your duties of employment. You should raise any queries on whether a commercial activity using the IT Facilities is permitted with your line manager before commencing the relevant use of the IT Facilities.
4. You must not carry out any action (including loading any software on to the IT Facilities) that shall or may interfere with the normal working of the IT Facilities or may interfere with or disrupt other user's use of the IT Facilities or access, corrupt or modify any other user's data without their consent.
5. You 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. You are responsible for all use of your username. You should not make your username or password available to anyone else nor should you use any other person's username.
7. You must not send unsolicited emails to multiple recipients, and must not create or distribute materials using the IT Facilities which are designed or likely to cause annoyance, inconvenience or needless anxiety.
8. You must not install or play games on the IT Facilities.
9. You must not tamper with the configuration of any LSE PC or any cables or peripheral devices attached to PCs.

### Legal Requirements and Prohibited Uses

10. You must not use the IT Facilities in any way that could expose you or the School to any criminal or civil liability.
11. You must use the IT Facilities in accordance with the following:
  - 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. You must 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 - do not use 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 without the consent of the author. There are limited exceptions where consent is not needed. For more details consult IT Services.
  - offensive material - you must not use the IT Facilities to access, store or distribute material that is obscene, indecent or pornographic. If we suspect that you have accessed material that might give rise to criminal liability, we may notify the police.
  - discrimination and harassment - you must not create, distribute or access material that is unlawfully discriminatory, including on the grounds of sex, race, disability or religion; that is likely to incite any form of violence or hatred; or that is likely to cause harassment, alarm or distress.
  - computer misuse - unauthorised access to accounts (including stealing or misusing a password), programs and/or data and all forms of hacking are prohibited, and may be an offence under the Computer Misuse Act 1990.
  - defamation - you should take care 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 be subject to the requirements on the School 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 - you 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.

### Personal use

12. The IT Facilities are made available for you to use principally for the purpose of your work or studies; however, we realise that you may occasionally want to use the IT Facilities for your own purposes. You are only allowed to make personal use of the IT Facilities if such use:
  - does not interfere with the performance of your work or studies;
  - does not incur unwarranted expense on the School;
  - does not have a negative impact on the School; and
  - is otherwise in accordance with these Conditions of Use.

### Consideration for other IT users

13. You must show consideration for other users of the IT Facilities. For example, you must not use an LSE machine for social email in a computer room where other students are waiting to use the facilities for academic purposes.

### Internet Publishing

14. If you publish information on web pages on the Internet using the IT Facilities, you are subject to additional regulations. In particular, you must comply with the Code of Practice for the Publishing of Information on the LSE World Wide Web Server, a copy of which is available from IT Services. Any use of cookies on websites should be accompanied by a notice informing users that cookies are being used and giving users the option to disable cookies.

### Monitoring and privacy

15. The School acts in accordance with applicable legislation and the Information Commissioner's Employment Practices Data Protection Code, notably in relation to the monitoring of communications.
16. The School undertakes some routine monitoring of activity on the IT Facilities to ensure that they operate correctly and to protect against the risk of harm from viruses and other known threats. This does not normally involve the monitoring of personal communications or the disclosure of the con-

tents of any user files.

17. The School may monitor your use of the IT Facilities, including emails sent and received and web pages visited:
  - to protect the IT Facilities against viruses and hackers;
  - to assist in the investigation of breaches of these Conditions of Use, as described in paragraphs paragraphs 18 to 22 below;
  - to prevent or detect crime or other unauthorised use of the IT Facilities; and
  - where such monitoring is necessary, to pursue the School's other legitimate interests, for instance by reviewing the emails of employees on long-term sick leave.

### Disciplinary regulations and enforcement

18. If you use the IT Facilities in breach of these Conditions of Use, the School may take disciplinary action. In particular, the following types of conduct are likely to result in disciplinary action:
  - all illegal acts using the IT Facilities, including those set out in paragraph 10 above;
  - sending of unsolicited emails to multiple recipients;
  - sending of emails that any member of the School reasonably finds offensive; and
  - deliberate interference with the normal working of IT equipment, facilities or services.
19. 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 the IT Facilities that might provide evidence for or against the allegation.
20. 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.
21. Inspection and copying of a user's files shall only be undertaken if 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.
22. If a complaint or allegation is received your account may be immediately suspended for investigation. Penalties for breach of these Conditions of Use may include temporary or long term suspension of your access to the 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.



## LSE RESEARCH ETHICS POLICY

### Preamble

- The following is written for the immediate benefit of the School's academic, contract research, administrative and fundraising staff, all postgraduate research students, and undergraduate and masters students where their supervisors agree that they are undertaking research. The policy is also freely available to potential research funding agencies in the interests of transparency and to avoid possible pre-contractual misunderstandings.
- The School attaches considerable importance to the maintenance of high ethical standards in the research undertaken by its academic and research staff and students whether supported directly by the School or funded from external sources, and recognises its obligation to ensure that research undertaken under its auspices is conducted to appropriate standards, and conforms to generally accepted ethical principles.
- The School's ethics policy recognises the recent changes in research culture whereby there is an increasing need for all Higher Education Institutions to adopt research ethics policies. A number of funding bodies already require research proposals to undergo independent ethical scrutiny, a trend which is likely to increase. The School is publicly accountable for the research undertaken under its auspices, and all researchers have a responsibility to maintain the reputation of LSE and its excellent research standards. The LSE research ethics policy therefore aims to guide colleagues' thinking on research ethics issues and sets out the process for ethical review of research.
- The School reserves the right to impose special conditions on any awards involving particular ethical issues, and will where necessary seek guidance on such issues from the School's Research Committee, which is responsible under its terms of reference for monitoring, updating and implementing the School's research ethics policy. The research ethics policy will be reviewed by the School's Research Committee annually.

### LSE Research Committee Ethics Group

- All research involving human participants, identifiable personal and/or medical data, is subject to ethical scrutiny under the auspices of the LSE Research Committee, as set out below. While such research raises particular ethical issues, ethics policy dimensions also run through other research not involving human participants.
- Where required, independent ethical scrutiny is dealt with by an ad hoc Ethics Group with a minimum membership of three Research Committee members who have no personal or departmental conflicts of interest in respect of the particular issue concerned. Under normal circumstances this Group will be chaired by the Chair of Research Committee, who may count as one of the membership of three, provided that s/he has no such conflicts of interest. The Group may at its discretion request advice and guidance from School colleagues with particular expertise, and in addition may call upon outside experts to assist with advice and review as required. The Group will aim wherever possible to notify the applicant of approval or difficulties with the proposal within three weeks of receipt. This lead-time should therefore be incorporated into the research proposal preparation timetable at an early stage, following consultation with the Research and Project Development Division (RPDD). (Colleagues are reminded that under LSE financial regulations all external research funding bids must be submitted via the RPDD, regardless of any possible ethical dimension to the proposal). If difficulties with approval arise, the Group will consult with the applicant and seek to resolve the problem. If unanimous agreement on approval or resolution of difficulties cannot be reached, the decision of the Chair is binding.
- The School does not currently require applicants to submit every application to the LSE Research Committee Ethics Group prior to submission, provided that:
  - due consideration has been given by the applicant(s) to the School's policy;
  - advice has been sought as required from the RPDD, and
  - that the applicant's Convenor has read the proposal and indicated as part of the RPDD's internal compliance procedures whether s/he believes it to contain an ethical dimension requiring formal review by Research Committee's Ethics Group.
 (Note however that applications for research funding may be subject to a professional or donor-imposed code of ethics governing the proposed research, and in these instances care should be taken to ensure that the proposal complies with such codes. Consultation with the RPDD is recommended at an early stage).
- The Ethics Group should be called upon to provide independent ethical approval of research proposals where a funding body requires it, where a researcher requests it or where a Convenor requests it. In all other cases, the Convenor will be required to approve the ethical content of research proposals as part of their normal signing off procedures.

### Guidance for researchers

- Colleagues are required to address ethical considerations explicitly in their proposal where these arise in the design or conduct of the proposed research. These considerations are taken to include, at a minimum:
  - transparency in declaring the source of all funds received and ensuring that the independence and integrity of research is protected at all times in face of possible donor pressures;
  - honesty to research staff and subjects about the purpose, methods and intended and possible uses of the research, and any risks involved;
  - confidentiality of information supplied by research subjects and anonymity of respondents;
  - independence and impartiality of researchers to the subject of the research.
- Applicants should be guided in their research by commonly agreed standards of good practice such as those set out in the statements of ethical practice produced by relevant professional organisations. Useful website addresses are listed in the review guidance notes available on the RPDD section of the LSE website as detailed below.
- Colleagues are required to consider fully the ethical implications of their research and their means of resolving any ethical issues arising. Guidance on questions colleagues should address are contained in the review guidance notes available as detailed below. Researchers whose proposals are independently scrutinised by the LSE Ethics Group are required to provide written evidence which addresses these questions as appropriate. Colleagues should bear in mind that this is only one part of the ongoing process of conducting all research in an ethically sound manner.
- Where research is funded by an external organisation, or by an individual donor, the School's policy is to acknowledge openly the funding source in official publications.
- Where research is being conducted in collaboration with another institution outside the School, the ethics policies of those institutions should be appended to any proposals to be considered by the LSE Ethics Group.
- The LSE Ethics Group's review guidance notes, together with advice on best practice in securing informed consent, are available to colleagues on the RPDD section of the LSE website: <http://www.lse.ac.uk/collections/researchAndProjectDevelopmentDivision/researchPolicy.htm>

### Grievance

- Members of the School who wish to raise a case of grievance about ethical issues in research should write in the first instance to the Chair of the Research Committee citing the circumstances involved.

### Health and social care studies

- While the LSE research ethics policy aims to be as inclusive as possible it should be noted that for health-related studies additional ethics approval may be required. In particular, research involving NHS patients or facilities will require additional medical ethics approval from the NHS. For further information see the Department of Health Central Office for Research Ethics Committees ([www.corec.org.uk](http://www.corec.org.uk))
- Social care research may also require additional ethical approval. For social care studies not involving NHS patients or facilities there is currently no national ethical guidance, although the NHS may develop such guidance in due course.
- For medical studies you should explain to participants what activities should be avoided during or after participation (e.g. driving) and for what period.

### Research conducted outside the UK

- This raises special ethical and political issues relating to personal and national disparities in wealth, power, the legal status of the researcher, political interest and national political systems. Researchers should bear in mind the differences between the civil, legal and often financial position of national and foreign researchers and scholars.
- Researchers should also be aware that irresponsible actions by themselves or the research team can jeopardise access to a research setting or even a whole country for other researchers.
- Researchers should note that there may be a number of national laws or administrative regulations which can affect the conduct of their research e.g. matters pertaining to data dissemination and storage, publication, rights of research subjects, of sponsors and employers etc.
- Researchers should also be aware that, with a few exceptional circumstances, social research data are not privileged under law and that such laws may vary by jurisdiction. In the USA, particularly important are the federal regulations governing human subjects' research, the Privacy Act, the Freedom of Information Act and the Copyright Act. It is important to consider the interests of local scholars and researchers. In locations away from the UK, matters such as disparity of resources or access to publications may need to be handled with sensitivity.

Last updated: 9 December 2003

## ETHICS REVIEW GUIDANCE FOR RESEARCHERS

Researchers should consider the following questions when devising research proposals involving human participants, personal and/or medical data. N.B. not all of these questions will be relevant to every study. These questions provide pointers to direct researchers' thinking about the ethical dimensions of their research. It is expected that researchers will already have addressed the academic justification for the project in their proposal; the guidance questions set out below aim to help researchers address specific ethical issues in so far as they relate to participants. Consideration of risks to the research participants versus benefits need to be weighed up by researchers. It is important to think through carefully the likely impact on participants of any data collection methods. Certain groups are particularly vulnerable, or will be placed in a vulnerable position in relation to research, and may succumb to pressure; for example children or people with learning disability, or students when they are participating in research as students. Some participants will have diminished capacity to give consent and are therefore less able to protect themselves and require specific consideration (see further guidance given on the RPDD web pages regarding informed consent). The Research Committee Ethics Group will assess whether the relevant questions have been adequately addressed when it scrutinises proposals.

The LSE research ethics policy and guidance will be reviewed annually and may be subject to further development.

- Is the research method justified?
  - 1.1 If the proposed research involves vulnerable groups, can the information sought be obtained by other means?
- Has the study been properly designed?
  - 2.1 Has the objective of the study been made clear to participants?
  - 2.2 What arrangements have been made for ensuring that the proposed research will be conducted and reported appropriately?
- Are there any implications arising from the source of sponsorship for the research?
  - 3.1 Have any incentives to the investigator been declared?
  - 3.2 Are there any restrictions on the freedom of the investigator(s) to publish the results of the research?
- What are the implications of the research for the participants?
  - 4.1 What arrangements have been made to preserve confidentiality for the participants?
  - 4.2 Are any incentives being offered to participants?
  - 4.3 Are there any problems relating to the participants' ability to give informed consent?
- What arrangements have been made for seeking the cooperation of those who may be involved in the study?
  - 5.1 Has the study been discussed or are there plans to discuss the study with those likely to be involved, including potential participants or those who may represent their views?
  - 5.2 Has information (written and oral) about the study been prepared in an appropriate form and language for potential participants? (see Informed Consent guidance which lists questions to be considered). Will it be offered at an appropriate time?
  - 5.3 Will potential participants be asked to give informed consent in writing? Will they be asked to confirm that they have received and read the information about the study?
  - 5.4 Will potential participants be reassured that there will be no adverse consequences of a decision not to participate? Or of a decision to withdraw during the course of the study?
  - 5.5 Has provision been made to respond to queries and problems raised by participants during the course of the study?
- Dissemination
  - 6.1 Will the results of the study be offered to those participants who wish to receive them?

### General sources of guidance on ethics in research

Oxford Brookes University ([www.brookes.ac.uk/research/ethics/ethics/home.html](http://www.brookes.ac.uk/research/ethics/ethics/home.html))  
Wellcome Trust (<http://www.wellcome.ac.uk/en/1/awtvispolgrp.html>)

### Subject-specific sources of guidance on research ethics

Association of Social Anthropologists (<http://les1.man.ac.uk/asa/>)  
British Criminological Society ([www.britisoccrim.org](http://www.britisoccrim.org))  
British Psychological Society ([www.bps.org.uk](http://www.bps.org.uk))  
British Sociological Association ([www.britisoc.org.uk](http://www.britisoc.org.uk))  
Department of Health Central Office for Research Ethics Committees ([www.corec.org.uk](http://www.corec.org.uk))  
Social Policy Association ([www.york.ac.uk/depts/spsw/spa](http://www.york.ac.uk/depts/spsw/spa))  
Socio-Legal Studies Association ([www.ukc.ac.uk/slsa/index.htm](http://www.ukc.ac.uk/slsa/index.htm))  
Social Research Association ([www.the-sra.org.uk](http://www.the-sra.org.uk))

### Sources of information on archiving and storage of qualitative data

ESRC ([www.esrc.ac.uk/esrccontent/researchfunding/sec17.asp](http://www.esrc.ac.uk/esrccontent/researchfunding/sec17.asp))  
Data Archive ([www.data-archive.ac.uk](http://www.data-archive.ac.uk))  
Qualidata ([www.qualidata.essex.ac.uk](http://www.qualidata.essex.ac.uk))

### Guidelines on copyright and confidentiality

ESRC ([www.esrc.ac.uk/esrccontent/DownloadDocs/wwwcopyrightandconfidentiality.htm](http://www.esrc.ac.uk/esrccontent/DownloadDocs/wwwcopyrightandconfidentiality.htm))  
Last updated: 9 December 2003



## INFORMED CONSENT

### Guidance for researchers

These are the type of questions you should ask yourself with respect to obtaining informed consent. N.B. not all questions will be relevant to every study.

1. Have you given the participant an oral explanation of the proposed research project?
  - 1.1 Have you given an information sheet to the participant?
  - 1.2 Have you told the participant that (s)he will be kept informed of all relevant information that becomes available during the course of the study?
2. Did your oral explanation to the participant include:
  - 2.1 That it is a research project?
  - 2.2 That participation is voluntary?
  - 2.3 The aim of the project?
  - 2.4 The likely duration of the participant's involvement?
  - 2.5 The expected benefits to the participant or others?
  - 2.6 The procedures that will be involved in participation?
  - 2.7 What inconvenience, discomfort, or distress may reasonably be expected for the participant: the level and likelihood?
  - 2.8 That refusal to participate may be given without reasons and without affecting any care, rights or access to services (e.g. for LSE students) that may be given to the individual?
  - 2.9 That the participant may withdraw at any time without giving reasons and without affecting any care, rights or access to services (e.g. for LSE students) that may be given to the participant?
  - 2.10 That personal information will be treated as strictly confidential and will not be made publicly available or given to any other person?
  - 2.11 That information generated by the study may be published, but that no details will be divulged from which the participant could be identified?
3. Have you allowed the participant sufficient time to consider the matter on his/her own, to discuss with others if wished, or to ask you questions?
4. In your opinion, has the participant understood and consented to take part in this research?
5. Has the participant signed and dated the consent form?
6. If the participant is not capable of giving consent: where subjects are not competent to give consent has consent by proxy been obtained?
  - 6.1 Has the Research Committee Ethics Group agreed to this research in principle?
  - 6.2 Are you of the opinion that this participant's participation will promote his/her welfare and interest?
  - 6.3 If not, is more than minimal risk involved?
  - 6.4 Has signed, dated consent been obtained from any legal representative of the participant?
7. Is the participant:
  - 7.1 A child over 16 and under 18?
  - 7.2 A child under 16?
8. If under 16, has the parent or guardian's consent been sought?

Note that in certain circumstances a police check may be required. From Summer 2002 the Criminal Records Bureau (Disclosure) ([www.crb.gov.uk](http://www.crb.gov.uk)) will handle all checks.

Last updated: 9 December 2003

## UNDERGRADUATE

The information contained in this section is relevant to all undergraduate programmes. 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.

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## 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](http://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 (e.g. BSc in Accounting and Finance), or involving study at the School for a set period (e.g. the one year General Course). You must attend the School for the period set out in your programme regulations (see the on-line *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](http://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

The Financial Support Office administers a variety of scholarships and award schemes for incoming students. It also administers student hardship funds for currently registered students. The eligibility requirements and value of financial support differ according to each scholarship, award and/or fund. 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 support you should visit the websites of both the *Financial Support Office* [www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/](http://www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/) 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 certified to be that of the candidate concerned and any quotation from the published or unpublished works of other persons must be acknowledged.  
 35. In addition to the methods of assessment as stated in the 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 in taught degree and diploma courses*.

#### The award of a degree

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

42. A candidate awarded a degree will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours or, in the case of a candidate who does not qualify for Honours, a Pass Degree.

#### 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)			
31, 32, 47	School Board of Examiners for BA and BSc degrees	School Board of Examiners for LLB degrees	
17, 41	Academic Board on the recommendation of Teaching Learning 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 resit 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 First Degrees. 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

- 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 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.
- 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 programmes for their courses and liaising with class teachers to ensure that the classes are properly coordinated with their lectures.
- 2.5 Classes are a compulsory part of the teaching and learning experience. Class sizes should not normally exceed 15 students.
- 2.6 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.
- 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 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.

- 2.10 Class teachers must record student attendance on a weekly basis via LSEforYou.  
 2.11 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.  
 2.12 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 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.  
 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 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  
 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 **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.  
 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 Permission to sit an examination may be withdrawn from students who regularly miss classes and/or do not provide required course work.  
 3.8 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.  
 3.9 Students must communicate changes of term time and home addresses to the Student Services Centre via LSEforYou as soon as they occur.  
 3.10 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.  
 3.11 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

- 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 Students who regularly miss classes and/or do not provide required course work may be denied permission to sit an examination.  
 4.5 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.  
 4.6 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 05/06)** means not available in the 2005/06 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	
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	One of: MA100 Mathematical Methods (must be selected if ST102 taken under paper No 3) An approved paper taught outside the Department
Year 2	
5	AC211 Managerial Accounting
6	AC212 Principles of Finance
7	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
8	One of: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics Either ID200 Organisational Theory and Behaviour, 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	
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 paper 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/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 (n/a 05/06)

ID290 Human Resource Management  
 LN302 Russian Language and Society 5 (Mastery)  
 LN310 German Language and Society 5 (Mastery)  
 LN320 Spanish Language and Society 5 (Mastery)  
 LN330 French Language and Society 5 (Mastery)  
 MA200 Further Mathematical Methods (Calculus) (H)  
 MA201 Further Mathematical Methods (Linear Algebra) (H)  
 MA203 Real Analysis (H)  
 MA207 Further Quantitative Methods (Mathematics) (H)  
 MA300 Game Theory  
 MA301 Game Theory I (H)  
 MA303 Chaos in Dynamic Systems (H)  
 MA310 Mathematics of Finance and Evaluation (H)  
 SO203 Political Sociology  
 SO212 Work, Management and Globalisation  
 SO225 The Sociology of Consumption (H)  
 SO228 Social Psychology, Gender and Society  
 SO304 Sociology of ICTs (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	
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	One of: MA100 Mathematical Methods (must be selected if ST102 taken under paper 3) An approved paper taught outside the Department
Year 2	
5	AC211 Managerial Accounting
6	AC212 Principles of Finance
7	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles
8	One of: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics Either ID200 Organisational Theory and Behaviour, 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	
9	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 B):  
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 (n/a 05/06)  
ID290 Human Resource Management  
LN302 Russian Language and Society 5 (Mastery)  
LN310 German Language and Society 5 (Mastery)  
LN320 Spanish Language and Society 5 (Mastery)  
LN330 French Language and Society 5 (Mastery)  
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)  
SO203 Political Sociology  
SO212 Work, Management and Globalisation  
SO225 The Sociology of Consumption (H)  
SO228 Social Psychology, Gender and Society  
SO304 Sociology of ICTs (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

For students registered in or before October 2003

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 Key Concepts in Sociology: An Introduction to Sociological Theory, 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 (n/a 05/06), MA103 Introduction to Abstract Mathematics, ST218 Projects 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.

### BSc Actuarial Science

For students registered in or after October 2004

Paper	Course number and title
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	Either AC100 Elements of Accounting and Finance or MA103 Introduction to Abstract Mathematics
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 Key Concepts in Sociology: An Introduction to Sociological Theory, SO107 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 (n/a 05/06), 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

For students registered in October 2003 or October 2004

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 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 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 05/06)
AN205	The Anthropology of Melanesia (n/a 05/06)
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus (H) (n/a 05/06)
AN207	The Anthropology of Madagascar (H) (n/a 05/06)
AN208	Anthropological Linguistics (H) (n/a 05/06)
AN209	Research Methods in Social Anthropology (H) (n/a 05/06)
AN210	The Anthropology of Conflict, Revolution and War (H) (n/a 05/06)
AN211	The Anthropology of Death (H) (n/a 05/06)
AN212	The Anthropology of Art and Communication (H) (n/a 05/06)
AN213	Anthropological Theories of Exchange (H) (n/a 05/06)
AN214	The Anthropology of India
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 05/06)
AN216	Cognition and Anthropology (H) (n/a 05/06)
AN217	The Anthropology of East and Central Africa (H) (n/a 05/06)
AN219	The Anthropology of Agrarian Development and Social Change (H) (n/a 05/06)
AN221	The Anthropology of Christianity (H) (n/a 05/06)

AN223	The Anthropology of South East Asia (H) (n/a 05/06)
AN229	The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 05/06)
AN230	The Anthropology of Industrialisation and Industrial Life (H) (n/a 05/06)
AN231	The Anthropology of China (H)
AN232	Film and Photography (H) (n/a 05/06)
AN233	The Anthropology of South-West Asian and North African Societies (H) (n/a 05/06)
AN235	The Anthropology of Southern Africa (H) (n/a 05/06)
AN236	The Anthropology of Governance in the Modern State (H) (may not be combined with AN239) (n/a 05/06)
AN237	The Anthropology of Development (H)
AN238	Anthropology and Human Rights (H)
AN239	Anthropology of Civil Society, the State and Citizenship (H) (may not be combined with AN236) (n/a 05/06)
AN240	Investigating the Philippines: New Approaches and Ethnographic Contexts (H) An approved paper taught outside the Department

### Anthropology Selection List B

AN200	The Anthropology of 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 05/06)
LL210	Information Technology and the Law
LL212	Conflict of Laws
LL221	Family Law
LL231	The Substantive Law of the European Union (n/a 05/06)
LL233	Law of Evidence (n/a 05/06)
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 (n/a 05/06)
LL265	Legislation (Essay)
LL269	Civil Litigation - Processes and Functions (n/a 05/06)
LL272	Outlines of Modern Criminology (H)
LL275	Property II
LL278	Public International Law
LL282	Law of Restitution (n/a 05/06)
LL284	Sentencing and Treatment of Offenders (H)
LL287	Social Security Law I (H) and LL288 Social Security Law II (H) (n/a 05/06)
LL293	Taxation
LL294	Law, Theory and Policy of Consumer Markets (n/a 05/06)
LL305	Jurisprudence

### BA Anthropology and Law

For students registered in or after October 2005

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 Property I (H) and LL109 Introduction to the Legal System (H)
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	LL275 Property II
11	Courses to the value of one unit not already taken to be selected from Law Selection List
12	Courses to the value of one unit not already taken to be selected from the Anthropology Selection Lists A and B

Notes: No more than one unit taken under papers 8 and 12 may be

selected from Anthropology Selection List A

### Anthropology Selection List A

AN203	The Anthropology of Lowlands Latin America (H) (n/a 05/06)
AN205	The Anthropology of Melanesia (n/a 05/06)
AN206	The Anthropology of the Mediterranean, with special reference to Greece and Cyprus (H) (n/a 05/06)
AN207	The Anthropology of Madagascar (H) (n/a 05/06)
AN208	Anthropological Linguistics (H) (n/a 05/06)
AN209	Research Methods in Social Anthropology (H) (n/a 05/06)
AN210	The Anthropology of Conflict, Revolution and War (H) (n/a 05/06)
AN211	The Anthropology of Death (H) (n/a 05/06)
AN212	The Anthropology of Art and Communication (H) (n/a 05/06)
AN213	Anthropological Theories of Exchange (H) (n/a 05/06)
AN214	The Anthropology of India
AN215	The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 05/06)
AN216	Cognition and Anthropology (H) (n/a 05/06)
AN217	The Anthropology of East and Central Africa (H) (n/a 05/06)
AN219	The Anthropology of Agrarian Development and Social Change (H) (n/a 05/06)
AN221	The Anthropology of Christianity (H) (n/a 05/06)
AN223	The Anthropology of South East Asia (H) (n/a 05/06)
AN229	The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 05/06)
AN230	The Anthropology of Industrialisation and Industrial Life (H) (n/a 05/06)
AN231	The Anthropology of China (H)
AN232	Film and Photography (H) (n/a 05/06)
AN233	The Anthropology of South-West Asian and North African Societies (H) (n/a 05/06)
AN235	The Anthropology of Southern Africa (H) (n/a 05/06)
AN236	The Anthropology of Governance in the Modern State (H) (may not be combined with AN239) (n/a 05/06)
AN237	The Anthropology of Development (H)
AN238	Anthropology and Human Rights (H)
AN239	Anthropology of Civil Society, the State and Citizenship (H) (may not be combined with AN236) (n/a 05/06)
AN240	Investigating the Philippines: New Approaches and Ethnographic Contexts (H) An approved paper taught outside the Department

### Anthropology Selection List B

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

### Law Selection List

LL201	Administrative Law
LL202	Commercial Contracts
LL203	Law of Business Associations
LL204	Advanced Torts
LL205	Medical Law
LL207	The Law Relating to Civil Liberties (n/a 05/06)
LL210	Information Technology and the Law
LL212	Conflict of Laws
LL221	Family Law
LL231	The Substantive Law of the European Union (n/a 05/06)
LL233	Law of Evidence (n/a 05/06)
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 (n/a 05/06)
LL265	Legislation (Essay)
LL269	Civil Litigation - Processes and Functions (n/a 05/06)
LL272	Outlines of Modern Criminology (H)
LL275	Property II
LL278	Public International Law
LL282	Law of Restitution (n/a 05/06)
LL284	Sentencing and Treatment of Offenders (H)
LL287	Social Security Law I (H) and LL288 Social Security Law II (H) (n/a 05/06)
LL293	Taxation
LL294	Law, Theory and Policy of Consumer Markets (n/a 05/06)
LL305	Jurisprudence



## BSc Business Mathematics and Statistics

Paper	Course number and title
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	Either EC100 Economics A* or EC102 Economics B *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) Either ST202 Probability, Distribution Theory and Inference or ST218 Projects in Applied Statistics
6	Courses to the value of one unit from: MA103 Introduction to Abstract Mathematics OR202 Operational Research Methods ST202 Probability, Distribution Theory and Inference ST205 Sample Surveys and Experiments (H) ST218 Projects in Applied Statistics (if not taken under paper 6) ST226 Actuarial Investigations - Financial (H) ST227 Survival Models (H)
7	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) MN201 Economics for Management SO107 Self, Others and Society: Perspectives on Social and Applied Psychology Students may also take a Language course unit but must obtain the approval of the Course Tutor.
Year 3	
9 & 10	Courses to the value of two units from: ST300 Regression 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) (not if ST327 is taken) ST325 Simulation Modelling and Analysis (H) (not if OR301 also taken) ST327 Market Research: An Integrated Approach (not if ST307 is taken) ST330 Stochastic and Actuarial Methods in Finance ST331 Decision Theory and Bayesian Statistics (not if OR304 is taken) MA203 Real Analysis (H) MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA300 Game Theory (not if MA301 also taken) MA301 Game Theory I (H) (not if MA300 also taken) MA303 Chaos in Dynamical Systems (H) MA305 Optimisation in Function Spaces (H) MA310 Mathematics of Finance and Valuation (H) MA311 Discrete Mathematics (H) MA313 Probability for Finance and Economics (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 (not if ST331 is taken) IS340 Information Systems in Business Courses to the value of one unit from: AC211 Managerial Accounting EC313 Industrial Economics EC321 Monetary Economics ID200 Organisational Theory and Behaviour LL209 Commercial Law LL226 Elements of Labour Law MA103 Introduction to Abstract Mathematics: may also be taken with the approval of the Course Tutor. MN200 The Process of Management SA250 Demographic Description and Analysis Students may also take a Language course unit, or a course taught outside of the Departments of Mathematics and Statistics with the approval of the Course Tutor.

12	Courses to the value of one unit from: AC211 Managerial Accounting AC212 Principles of Finance AC320 Quantitative Finance EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC221 Principles of Econometrics EC313 Industrial Economics EC321 Monetary Economics ID200 Organisational Theory and Behaviour IS340 Information Systems in Business LL209 Commercial Law LL226 Elements of Labour Law MA203 Real Analysis (H) MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA300 Game Theory (not if MA301 is taken) MA301 Game Theory I (H) (not if MA300 is taken) MA303 Chaos in Dynamical Systems (H) MA305 Control Theory (H) MA310 Mathematics of Finance and Valuation (H) MA311 Discrete Mathematics (H) MA313 Probability for Finance and Economics (H) MA314 Theory of Algorithms (H) MA315 Algebra and Its Applications (H) MN200 The Process of Management MN307 Aspects of Marketing Management (H) OR202 Operational Research Methods OR301 Model Building in Operational Research (Not if ST325 is taken) OR304 Decision Analysis (not if ST331 is taken) SA250 Demographic Description and Analysis ST202 Probability, Distribution Theory and Inference ST205 Sample Surveys and Experiments ST226 Actuarial Investigations: Financial (H) ST227 Survival Models (H) ST300 Regression and Generalized Linear Models (H) ST302 Stochastic Processes (H) ST304 Time Series and Forecasting (H) ST305 Actuarial Mathematics (Life) (H) ST306 Actuarial Mathematics (General) (H) ST307 Aspects of Market Research (H) (not if ST327 is taken) ST325 Simulation Modelling and Analysis (H) (Not if OR301 is taken) ST327 Market Research: An Integrated Approach (H) (not if ST307 is taken) ST330 Stochastic and Actuarial Methods in Finance ST331 Decision Theory and Bayesian Statistics (H) (Not if OR304 is taken)
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**Notes** Any student wishing to take a LN coded course must obtain approval from the Course Tutor. Any student who wishes to take AC320 but who has not taken the listed prerequisites must obtain the approval from the Course Tutor.

## BSc Econometrics and Mathematical Economics

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA100 Mathematical Methods
3	ST102 Elementary Statistical Theory
4	An approved paper taught outside the Department of Economics
Year 2	
5	Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II EC221 Principles of Econometrics 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
6	Either ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department
7	
Year 3	
8	Either EC309 Econometric Theory or EC319 Mathematical Economics or EC333 Problems of Applied Econometrics
9	One from the Selection list below
10	Either a further paper from 9 above or an approved paper from
11	

12	the Selection list below EC331 Project in Quantitative Economics
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## Econometrics and Mathematical Economics Selection list

AC100	Elements of Accounting and Finance (if not taken under 7 above)
AC212	Principles of Finance
AC320	Quantitative Finance (if AC212 taken in second year)
EC210	Macroeconomic Principles (if not taken under 7 above)
EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Analysis of the European Union
EC305	Economic Analysis of Institutions
EC307	Development Economics
EC311	History of Economics: How Theories Change (C) (n/a 05/06)
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 05/06) 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 (C) (n/a 05/06) 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 EH320 The World Economic Crisis, 1919-1945 (n/a 05/06) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 05/06) EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 05/06) 11 A further paper from those listed under 7 & 8 (with the exception of those on the Selection List) or 9 & 10 12 EH390 Dissertation in Economic or Social History

## Economic History Selection List A

AN227	The Anthropology of Economic Institutions and their Social Transformations
EC230	European Economic Policy
IR304	The Politics of International Economic Relations
LL259	Legal and Social Change since 1750 (n/a 05/06)
LN250	English Literature and Society
SA212	Family, Gender and Society (C)
SA252	Third World Demography (n/a 05/06)
SO222	Aspects of British Society An approved language course

## BSc Economic History with Economics

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	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 EH245 Foundations of the Industrial Economy
6	One from: EH205 Towns, Society and Economy in England and Europe, 1450-1750 EH210 Economic and Social History of Britain from 1830 (n/a 05/06) 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
7	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 (C) (n/a 05/06) 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 EH320 The World Economic Crisis, 1919-1945 (n/a 05/06) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 05/06)
11	Either a further paper from 7 above or a further paper from 10 above
12	EH390 Dissertation in Economic or Social History

## BSc Economics

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	MA100 Mathematical Methods
3	ST102 Elementary Statistical Theory
4	An approved paper taught outside the Department
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 Theories of Regional Development and Change IR304 The Politics of International Economic Relations 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)

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
EC302	Political Economy
EC303	Economic Analysis of the European Union
EC305	Economic Analysis of Institutions
EC307	Development Economics
EC311	History of Economics: How Theories Change (C) (n/a 05/06)
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
Either	
AC320	Quantitative Finance (if AC212 taken in 2nd year) or AC300 Corporate Finance, Investments and Financial Markets (if AC212 taken in 2nd year)
PH211	Philosophy of Economics

**BSc Economics and Economic History**

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
3	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 05/06) 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 (C) (n/a 05/06) 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 EH320 The World Economic Crisis, 1919-1945 (n/a 05/06) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very

Long-Term (n/a 05/06)  
12 EH390 Dissertation in Economic or Social History

**Economics Selection List A**

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Analysis of the European Union
EC305	Economic Analysis of Institutions
EC307	Development Economics
EC311	History of Economics: How Theories Change (n/a 05/06)
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**

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 05/06) 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
	EC302 Political Economy
	EC303 Economic Analysis of the European Union
	EC305 Economic Analysis of Institutions
	EC307 Development Economics
	EC311 History of Economics: How Theories Change (C) (n/a 05/06)
	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 EH320 The World Economic Crisis, 1919-1945 (n/a 05/06) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth 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 Policy**

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 (n/a 05/06)  
SO100 Key Concepts in Sociology: An Introduction to  
Contemporary 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 Sciences SA213 European Social Policy (n/a 05/06) SO201 Sociological Analysis

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 Theories of Regional Development and Change 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 IR203 International Organisations 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 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 Economics (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 (n/a 05/06)  
SO201 Sociological Analysis  
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 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 (n/a 05/06) SO201 Sociological Analysis
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) IR203 International Organisations IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory



**BSc Environmental Policy with Economics**

For students registered in or after October 2005

Paper	Course number and title
Year 1	
1	GY120 The Natural Environment
2	GY121 Environmental Change and Sustainable Development
3	EC102 Economics B
4	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 (n/a 05/06) SO201 Sociological Analysis
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) IR203 International Organisations 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 Theories of Regional Development and Change 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 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 Theories of Regional Development and Change
Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Theories of Regional Development and Change 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 Economic Analysis of Institutions EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

**BSc Geography with Economics**

For students registered in 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 Theories of Regional Development and Change

Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Theories of Regional Development and Change 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 Economic Analysis of Institutions EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

**BSc Geography with Economics**

For students registered in or after October 2005

Paper	Course number and title
Year 1	
1	EC102 Economics B
2	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
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 Theories of Regional Development and Change
Year 3	
9	EC210 Macroeconomic Principles
10	GY305 Applied Location and Spatial Analysis
11 & 12	Two from: GY300 Theories of Regional Development and Change 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 Economic Analysis of Institutions EC307 Development Economics EC313 Industrial Economics EC325 Public Economics

**BSc Government**

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) No third year course can be taken in year 2.
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 choose 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  
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.**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 Macroeconomic Principles
7	One from: GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1) GV101 Introduction to 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  
No third year course can be taken in year 2.

**Economics Selection List**

EC301 Advanced Economic Analysis  
EC302 Political Economy  
EC303 Economic Analysis of the European Union  
EC305 Economic Analysis of Institutions  
EC307 Development Economics  
EC311 History of Economics: How Theories Change (n/a 05/06)  
EC313 Industrial Economics  
EC315 International Economics  
EC321 Monetary Economics  
EC325 Public Economics

**BSc Government and Economics**

For students registered 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:  
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 Macroeconomic Principles  
7 One from:  
GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)  
GV101 Introduction to 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  
EC302 Political Economy  
EC303 Economic Analysis of the European Union  
EC305 Economic Analysis of Institutions  
EC307 Development Economics  
EC311 History of Economics: How Theories Change (n/a 05/06)  
EC313 Industrial Economics  
EC315 International Economics  
EC321 Monetary Economics  
EC325 Public Economics

**BSc Government and Economics**

For students registered in or after October 2005

**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 Macroeconomic Principles  
7 One from:  
GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)  
GV101 Introduction to 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 GV225 Public Choice and Politics

Year 3

- 9 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  
EC302 Political Economy  
EC303 Economic Analysis of the European Union  
EC305 Economic Analysis of Institutions  
EC307 Development Economics  
EC311 History of Economics: How Theories Change (n/a 05/06)  
EC313 Industrial Economics  
EC315 International Economics  
EC321 Monetary Economics  
EC325 Public Economics

**BSc Government and History****Paper Course number and title**

- Year 1  
1 *Either* GV101 Introduction to 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  
HY116 International History since 1890  
HY117 Rule Britannia: Britain and Empire from 1780 to the Present Day
- 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 in Europe  
GV265 States, Nations and Empires  
GV310 Democracy and Democratisation  
GV350 Theories and Problems of Nationalism  
European Politics  
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  
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  
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  
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)  
HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

**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 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)  
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

**BA History****Paper Course number and title**

- Year 1  
1, 2 & 3 Three from: (including at least one from the following: (HY114 and HY117)  
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  
HY116 International History since 1890  
HY117 Rule Britannia: Britain and Empire from 1780 to the



	Present Day
	EH101 The Internationalisation of Economic Growth
	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
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
8	An Approved paper taught outside the Department
Year 3	
9	HY314 Representing the Past: Historiography and Historical Methods
10	A paper from the Selection List C
11	A further paper from Selection Lists A, B or C or a further paper from paper No 5 above (not already taken)
12	HY300 Essay

**History Selection List A**

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
HY232	Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
HY233	Empire and Nation: Britain and India since 1750
HY235	Modernity and the State in East Asia: China, Japan and Korea since 1840 (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
HY230	The Early Colonial Empires: Europe and the World 1400-1750
HY234	Muslims Christians and Jews in the Early Modern World (C)
HY237	Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

**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	Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
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, 1945-1973
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 Political Science or GV100 Introduction to Political Theory

IS143 Information Technology and Society

Either LN130 French Language and Society 3 (Advanced) or LN110 German Language and Society 3 (Advanced)

SO107 Self, Others and Society: Perspectives on Social and Applied Psychology

SO100 Key Concepts in Sociology: An Introduction to Sociological Theory

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)
ID301	Leadership in Organisations: Theory and Practice (n/a 05/06)
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 05/06)
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 (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 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 Political Science or GV100 Introduction to Political Theory
	IS143 Information Technology and Society
	Either LN130 French Language and Society 3 (Advanced) or LN110 German Language and Society 3 (Advanced)
	SO107 Self, Others and Society: Perspectives on Social and Applied Psychology
	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
	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)
ID301	Leadership in Organisations: Theory and Practice
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 05/06)
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 (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**

For students registered in or after October 2003. (Not applicable for second year students in 2005/06. See Interim regulations.)

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	HY116 International History since 1890
3	One from:
	GV100 Introduction to Political Theory
	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
4	An approved paper taught outside the Department
Year 2	
5	IR200 International Political Theory
6	IR203 International Organisations
7	IR202.1 Foreign Policy Analysis I
8	One from:
	EC100 Economics A
	EH101 The Internationalisation of Economic Growth
	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
	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 05/06)
	IR304 Politics of International Economic Relations *
	IR305 Strategic Aspects of International Relations I
	IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
	IR308 Systemic Change in the Twentieth Century: Theories of the Cold War (n/a 05/06)
	IR309 International Security
	IR310 The English School of IR Theory
	IR398 Dissertation
	LL242 International Protection of Human Rights **
11	A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below
12	A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

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
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 4 (Proficiency)
LN210	German Language and Society 4 (Proficiency)
LN220	Spanish Language and Society 4 (Proficiency)
LN230	French Language and Society 4 (Proficiency)
PH203	Philosophy of the Social Sciences
SA213	European Social Policy (n/a 05/06)
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**

Interim regulations for second year students in 2005/06

Paper	Course number and title
Year 1	
1	IR100 The Structure of International Society
2	HY116 International History since 1890
3	One from:
	GV100 Introduction to Political Theory
	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
	SO100 Key Concepts in Sociology: An Introduction to Sociological Theory
4	An approved paper taught outside the Department
Year 2	
5	IR200 International Political Theory
6	IR203 International Organisations
7	IR202.1 Foreign Policy Analysis I
8	One from:



EC100 Economics A  
 EH101 The Internationalisation of Economic Growth  
 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  
 IR305 Strategic Aspects of International Relations  
 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 05/06)  
 IR304 Politics of International Economic Relations \*  
 IR305 Strategic Aspects of International Relations I  
 IR306 Sovereignty, Rights and Justice: Issues in International Political Theory  
 IR308 Systemic Change in the Twentieth Century: Theories of the Cold War (n/a 05/06)  
 IR309 International Security  
 IR310 The English School of IR Theory  
 IR398 Dissertation  
 LL242 International Protection of Human Rights \*\*  
 11 A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below  
 12 A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below

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  
 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 4 (Proficiency)  
 LN210 German Language and Society 4 (Proficiency)  
 LN220 Spanish Language and Society 4 (Proficiency)  
 LN230 French Language and Society 4 (Proficiency)  
 PH203 Philosophy of the Social Sciences  
 SA213 European Social Policy (n/a 05/06)  
 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

**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  
 HY117 Rule Britannia: Britain and Empire from 1780 to the Present Day  
 EH101 The Internationalisation of Economic Growth  
 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 IR202.1 Foreign Policy Analysis I or IR203 International Organisations  
 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  
 HY230 The Early Colonial Empires: Europe and the World 1400-1750  
 HY232 Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe, 1914-1990  
 HY233 Empire and Nation: Britain and India since 1750  
 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  
 HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

Year 3

9 Either IR300 or IR301, not taken above  
 10 One from:  
 GV350 Theories and Problems of Nationalism  
 IR302 Ethics of War (n/a 05/06)  
 IR303 Regional Integration in Western Europe I (n/a 05/06)  
 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 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)  
 HY312 From Suez to the Six Day War: Britain, the United States and Arab Nationalism, 1952-1970  
 HY313 The International History of East Asia, 1914-1945  
 HY314 Representing the Past: Historiography and Historical Methods  
 HY315 European Enlightenment, c1680-1830  
 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 1945-1973  
 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  
 \* Prerequisites for this course are normally EH101 or EC100

Notes

#### 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 05/06)  
 LL210 Information Technology and the Law  
 LL212 Conflict of Laws  
 LL221 Family Law  
 LL231 The Substantive Law of the European Union (n/a 05/06)  
 LL232 Law and Institutions of the European Union  
 LL233 Law of Evidence (n/a 05/06)  
 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 (n/a 05/06)  
 LL265 Legislation  
 LL269 Civil Litigation - Processes and Functions (n/a 05/06)  
 LL275 Property II  
 LL278 Public International Law  
 LL293 Taxation  
 LL294 Law, Theory and Policy of Consumer Markets (n/a 05/06)  
 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 05/06)  
 LL288 Social Security Law II (H) (may only be taken in combination with LL287) (n/a 05/06)  
 LL298 Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)

#### LLB with French Law

Last year of entry 2005/06

**Paper Course number and title**  
 Year 1  
 1 LL104 Law of Obligations  
 2 LL105 Property I (H) and LL109 Introduction to The Legal System (H)  
 3 LL106 Public Law  
 4 LL108 Criminal Law  
 Year 2  
 5 LL241 Introduction to Civil Law (by special exemption, papers to the value of one subject from Selections Lists A and B may be permitted in lieu)  
 6, 7 & 8 At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of three whole subjects.  
 Candidates are also required to follow the second year of the approved French Language course and to achieve a satisfactory

standard in the related examination. A candidate who fails to achieve a satisfactory standard in the French Language examination, but who passes the Part I examination, may be permitted by the School to transfer to the LLB degree, entering the third and final year of the LLB in the following session.

Year 3:

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

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

Year 4

9 LL305 Jurisprudence  
 10, 11 At least one subject from Selection List A, and not more than  
 & 12 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 05/06)  
 LL210 Information Technology and the Law  
 LL212 Conflict of Laws  
 LL221 Family Law  
 LL231 The Substantive Law of the European Union (n/a 05/06)  
 LL232 Law and Institutions of the European Union  
 LL233 Law of Evidence (n/a 05/06)  
 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 (n/a 05/06)  
 LL265 Legislation  
 LL269 Civil Litigation - Processes and Functions (n/a 05/06)  
 LL275 Property II  
 LL278 Public International Law  
 LL293 Taxation  
 LL294 Law, Theory and Policy of Consumer Markets (n/a 05/06)  
 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 05/06)  
 LL288 Social Security Law II (H) (may only be taken in combination with LL287) (n/a 05/06)  
 LL298 Essay on an Approved Topic (H) (cannot be taken in the same year as LL299)

#### 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 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	Quantitative Finance
AC330	Financial Accounting and Analysis
AC340	Auditing, Governance and Risk Management

**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
ST201	Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and
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
IR203	International Organisations
IR303	Regional Integration in Western Europe (n/a 05/06)
IR304	The Politics of International Economic Relations
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 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 In addition, students also take MN100 Orientation for Management Students, although this unit does not form part of assessment
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 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	Quantitative Finance
AC330	Financial Accounting and Analysis
AC340	Auditing, Governance and Risk Management

**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
ST201	Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and
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
IR203	International Organisations
IR303	Regional Integration in Western Europe (n/a 05/06)
IR304	The Politics of International Economic Relations
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
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**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 2005

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 In addition, students also take MN100 Orientation for Management Students, although this unit does not form part of assessment
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 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	Quantitative Finance
AC330	Financial Accounting and Analysis
AC340	Auditing, Governance and Risk Management

**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 be taken as paper 8 only)
IS340	Information Systems in Business
MA207	Further Quantitative Methods (Mathematics) (H) and
ST201	Statistical Models and Data Analysis (H) or
MA207	Further Quantitative Methods (Mathematics) (H) and
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
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
IR304	The Politics of International Economic Relations
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 Quantitative Finance (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&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 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) ST331 Decision Theory and Bayesian Statistics (H) (may not be combined with OR304)
12	Papers to the value of one unit from 10&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

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 Optimisation in Function Spaces (H) MA310 Mathematics of Finance and Valuation (H) MA311 Discrete Mathematics (H) MA313 Probability for Finance and Economics (H) MA314 Theory of Algorithms (H) MA315 Algebra and its Applications (H) ST202 Probability, Distribution Theory and Inference If AC212 was taken as paper No 7 then: Either EC210 Macroeconomic Principles or EC221 Principles of Econometrics If EC210 or EC221 was taken under paper No 7 then one from: EC210 Macroeconomic Principles EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC309 Econometric Theory EC321 Monetary Economics MA300 Game Theory (not to be taken with MA301 under 10 above) AC212 Principles of Finance AC320 Quantitative Finance 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	

## BSc Philosophy and Economics

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  
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 (n/a 05/06)  
PH209 Philosophical Logic & Metaphysics  
PH211 Philosophy of Economics  
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

## Economics Selection List

AC212 Principles of Finance  
EC220 Either Introduction to Econometrics or  
EC221 Principles of Econometrics  
EC301 Advanced Economic Analysis  
EC302 Political Economy  
EC303 Economic Analysis of the European Union  
EC305 Economic Analysis of Institutions  
EC307 Development Economics  
EC311 History of Economics: How Theories Change (n/a 05/06)  
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 or 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\* (n/a 05/06)  
PH217 Set Theory & Further Logic\*  
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 or 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\* (n/a 05/06)  
PH209 Philosophical Logic & Metaphysics  
PH211 Philosophy of Economics  
PH213 Scientific Revolutions: Philosophical and Historical Issues\*  
PH214 Morality and Values  
PH217 Set Theory & Further Logic\*  
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)

## BA/BSc Social Anthropology

Paper	Course number and title
Year 1	
1	AN100 Introduction to Social Anthropology
2	AN101 Ethnography and Theory: Selected Texts
3	AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film
4	An approved paper taught outside the Department
Year 2	
5	AN200 The Anthropology of 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 05/06)  
AN205 The Anthropology of Melanesia (n/a 05/06)  
AN206 The Anthropology of the Mediterranean, with special reference  
to Greece and Cyprus (H) (n/a 05/06)  
AN207 The Anthropology of Madagascar (H) (n/a 05/06)  
AN208 Anthropological Linguistics (H) (n/a 05/06)  
AN209 Research Methods in Social Anthropology (H) (n/a 05/06)  
AN210 The Anthropology of Conflict, Revolution and War (H) (n/a  
05/06)  
AN211 The Anthropology of Death (H) (n/a 05/06)  
AN212 The Anthropology of Art and Communication (H) (n/a 05/06)  
AN213 Anthropological Theories of Exchange (H) (n/a 05/06)  
AN214 The Anthropology of India  
AN215 The Anthropology of Hunters and Gatherers of Sub-Saharan  
Africa (H) (n/a 05/06)  
AN216 Cognition and Anthropology (H) (n/a 05/06)  
AN217 The Anthropology of East and Central Africa (H) (n/a 05/06)  
AN219 The Anthropology of Agrarian Development and Social Change  
(H) (n/a 05/06)  
AN221 The Anthropology of Christianity (H) (n/a 05/06)  
AN223 The Anthropology of South East Asia (H) (n/a 05/06)  
AN229 The Anthropology of Religious Nationalism and  
Fundamentalism (H) (n/a 05/06)  
AN230 The Anthropology of Industrialisation and Industrial Life (H) (n/a  
05/06)  
AN231 The Anthropology of China (H)  
AN232 Film and Photography in Anthropological Practice and Theory  
(H) (n/a 05/06)  
AN233 The Anthropology of South-West Asian and North African  
Societies (H) (n/a 05/06)  
AN235 The Anthropology of Southern Africa (H) (n/a 05/06)  
AN236 The Anthropology of Governance in the Modern State (H) (may  
not be combined with AN239) (n/a 05/06)  
AN237 The Anthropology of Development (H)  
AN238 Anthropology and Human Rights (H)  
AN239 Anthropology of Civil Society, the State and Citizenship (H)  
(may not be combined with AN236) (n/a 05/06)  
AN240 Investigating the Philippines: New Approaches and  
Ethnographic Contexts (H)

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 (n/a 05/06)  
SA204 Educational Policy and Administration  
SA212 Family, Gender and Society (C)  
SA213 European Social Policy (n/a 05/06)  
SA217 Psychology of Crime and Criminal Justice  
SA221 Poverty, Social Exclusion and Social Change  
SA250 Demographic Description and Analysis  
SA252 Third World Demography (n/a 05/06)  
SA309 Criminal Justice Policy

## BSc Social Policy, Criminal Justice and Psychology

Last year of entry 2004/05

Paper	Course number and title
Year 1	
1	SA100 Foundations of Social Policy
2	SO107 Self, Others and Society: Perspectives on Social and Applied Psychology
3	One from: SA101 Sociology and Social Policy SA103 Population, Economy and Society (n/a 05/06) SA104 Social Economics and Policy
4	An approved paper taught outside the Department
Year 2	
5	SA217 Psychology of Crime and Criminal Justice
6	SO227 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	Either SA349 A Long Essay on an Approved Topic or an approved 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 (n/a 05/06)  
SA104 Social Economics and Policy  
SA204 Educational Policy and Administration  
SA212 Family, Gender and Society (C)  
SA213 European Social Policy (n/a 05/06)  
SA221 Poverty, Social Exclusion and Social Change  
SA222 Principles of Social Policy  
SA250 Demographic Description and Analysis  
SA252 Third World Demography (n/a 05/06)  
SA309 Criminal Justice Policy

## BSc Social Policy and Criminology

For students registered in or after October 2005

Paper	Course number and title
Year 1	
1	SA100 Foundations of Social Policy
2	SA105 Crime and Society
3	One from:



	SA101 Sociology and Social Policy
	SA103 Population, Economy and Society (n/a 05/06)
	SA104 Social Economics and Policy
4	An approved paper taught outside the Department
Year 2	
5	SA218 Criminological Theory
6	SA309 Criminal Justice Policy
7	SA201 Research Methods for Social Policy
8	Either a paper from the Social Policy Selection List or an approved paper taught outside the Department
Year 3	
9	SA320 Comparative and International Social Policy
10	SA217 Psychology of Crime and Criminal Justice
11	A paper from the Social Policy Selection List
12	Either SA349 A Long Essay on an Approved Topic or an approved paper taught outside the Department

**Selection List**

SA101	Sociology and Social Policy
SA103	Population, Economy and Society (n/a 05/06)
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)
SA221	Poverty, Social Exclusion and Social Change
SA222	Principles of Social Policy
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)

**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 (n/a 05/06)
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)
SA217	Psychology of Crime and Criminal Justice
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

**Economics Selection List**

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Analysis of the European Union
EC305	Economic Analysis of Institutions
EC307	Development Economics
EC311	History of Economics: How Theories Change (n/a 05/06)
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Mathematical Economics
EC321	Monetary Economics
EC333	Problems of Applied Econometrics

AC212	Principles of Finance
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**BSc Social Policy and Government**

Paper	Course number and title
Year 1	
1	Either GV100 Introduction to Political Theory or GV101 Introduction to Political Science
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 Political Science (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 or an approved paper taught outside the Departments of Government and Social Policy
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 (n/a 05/06)
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)
SA217	Psychology of Crime and Criminal Justice
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)
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 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 Analysis
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 (n/a 05/06)

**Social Policy Selection List**

SA103	Population, Economy and Society (n/a 05/06)
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)
SA217	Psychology of Crime and Criminal Justice
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

**BSc Social Policy and Sociology**

For students registered in or 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 Analysis
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 (n/a 05/06)

**Social Policy Selection List**

SA103	Population, Economy and Society (n/a 05/06)
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)
SA217	Psychology of Crime and Criminal Justice

SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

**BSc Social Policy with Government**

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) 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 and GV351 and 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) 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 (withdrawn 05/06) (prerequisite GV264 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) 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 and GV351 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 (n/a 05/06)
SA104	Social Economics and Policy
SA204	Educational Policy and Administration
SA212	Family, Gender and Society (C)
SA213	European Social Policy (n/a 05/06)



SA217	Psychology of Crime and Criminal Justice
SA221	Poverty, Social Exclusion and Social Change
SA250	Demographic Description and Analysis
SA252	Third World Demography (n/a 05/06)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

**BSc Sociology**

Regulations for 3rd year students in October 2005

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 (n/a)
SO222	Aspects of British Society
SO223	Sociology of Religion (n/a 05/06)
SO224	The Sociology of Race and Ethnicity
SO225	The Sociology of Consumption (H)
SO303	War and Genocide (H)
SO304	Sociology of ICTs (H)

**BSc Sociology**

For students registered in 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	An approved year 2 or year 3 Sociology option or an approved paper from outside the Department
8	An approved year 2 or year 3 Sociology option or an approved paper from outside the Department
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
SO107	Self, Others and Society: Perspectives on Social and Applied Psychology
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 (n/a 05/06)
SO222	Aspects of British Society
SO223	Sociology of Religion (n/a 05/06)
SO224	The Sociology of Race and Ethnicity
SO225	The Sociology of Consumption (H)
SO227	Societal Psychology: Theory and Applications
SO228	Social Psychology, Gender and Society
SO303	War and Genocide (H)
SO304	Sociology of ICTs (H)

**BSc Sociology**

For students registered in or after October 2005

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	Either SO107 Self, Others and Society: Perspectives on Social and Applied Psychology or an approved level 1 paper taught outside the Department, or another paper taught outside the Department subject to the approval of your personal tutor and the Department Tutor.
Year 2	
5	SO221 Issues and Methods of Social Research
6	SO201 Sociological Analysis
7	An approved year 2 or year 3 Sociology option
8	An approved year 2 or year 3 Sociology option or an approved paper from outside the Department
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
SO212	Work, Management and Globalisation
SO215	Evolution and Social Behaviour
SO220	Citizenship and Migration (n/a 05/06)
SO222	Aspects of British Society
SO223	Sociology of Religion (n/a 05/06)
SO224	The Sociology of Race and Ethnicity
SO225	The Sociology of Consumption (H)
SO227	Societal Psychology: Theory and Applications
SO228	Social Psychology, Gender and Society
SO303	War and Genocide (H)
SO304	Sociology of ICTs (H)

**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
AN240	Investigating the Philippines: New Approaches and Ethnographic Contexts (H)
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
HY116	International History since 1890
HY117	Rule Britannia: Britain and Empire from 1780 to the Present Day
ID100	Employment Relations
IR100	The Structure of International Society
IS143	Information Technology and Society
LL101	English Legal Institutions (n/a 04/05)
LL278	Public International Law
LN100	Russian Language and Society 3 (Advanced)
LN101	Russian Language and Society 1 (Beginner)
LN102	Russian Language and Society 2 (Intermediate)
LN110	Intensive German Language and Society 3 (Advanced)
LN111	German Language and Society 1 (Beginner)
LN112	German Language and Society 2 (Intermediate)
LN120	Spanish Language and Society 3 (Advanced)
LN121	Spanish Language and Society 1 (Beginner)
LN122	Spanish Language and Society 2 (Intermediate)
LN130	French Language and Society 3 (Advanced)
LN131	French Language and Society 1 (Beginner)
LN132	French Language and Society 2 (Intermediate)
LN200	Russian Language and Society 4 (Proficiency)
LN210	German Language and Society 4 (Proficiency)
LN220	Spanish Language and Society 4 (Proficiency)
LN230	French Language and Society 4 (Proficiency)
MA100	Mathematical Methods
MA103	Introduction to Abstract Mathematics
MA106	
& ST106	MA106 Introductory Quantitative Methods (Mathematics) (H) and ST106 Introductory Quantitative Methods (Statistics) (H)
MA107	
& ST107	MA107 Quantitative Methods (Mathematics) (H) and 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**

IR100	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 and Analysis
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 Research Project
GV314	Empirical Research in Government
HY300	Essay Option
ID300	Selected Topics in Employment Relations
ID399	Industrial Relations Project
IR309	International Security
IR399	Essay Option
LL104	Law of Obligations
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 in England and Wales (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	The Process of Management
MN201	Economics for 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
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) Methods (Mathematics) (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 Law of Obligations	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 (Mathematics)	with	MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) (H)
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 05/06) means not available in the 2005/06 academic year

## Undergraduate Course Guides 2005/06

## 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 2005/06 session.

**Teachers responsible:** Mr C Noke, A311, Dr A Mennicken, A501 and Dr E Bertero, A308**Availability:** Compulsory for BSc Accounting and Finance, BSc Business Mathematics and Statistics and BSc Management Sciences. Optional for BSc Actuarial Science, BSc Econometrics and Mathematical Economics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management and BSc Management. This course is available as an outside option and is open to General Course students.**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. The design, use and role of accounting information in the management of organisational activities. Costing and budgeting. Techniques for long-term decision-making. The design and use of performance measurement systems.

Introduction to finance. The financial system and flow of funds. The financial decisions of firms, investment appraisal. The financial decisions of households, life-cycle financial planning.

**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.**Reading list:** Illustrative texts include M W E Glautier & B Underdown, *Accounting Theory and Practice*, 7th edn, Financial Times Prentice Hall (2001); C T Horngren, A Bhimani, S M Datar & G Foster, *Management and Cost Accounting*, 3rd edn, Financial Times, Prentice Hall (2005); Z Bodie & R Merton, *Finance*, Prentice Hall International (2000). Detailed reading lists will be made available at the beginning of the course.**Assessment:** Three and a quarter hour written examination in the ST.

## AC211

## Managerial Accounting

This information is for the 2005/06 session.

**Teachers responsible:** Dr E Labro, A215 and Dr A Bhimani, A307**Availability:** Compulsory for BSc Accounting and Finance. Optional for BSc Business Mathematics and Statistics, BSc Economics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance.**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, 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.**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.**Reading list:** A detailed reading list will be given out at the start of the course. Illustrative texts include: A Bhimani, *Strategic Finance and Cost Management*, Management Press, (2005); C Horngren, A Bhimani, S Datar & G Foster, *Management and Cost Accounting*, FT/Prentice Hall (2005).**Assessment:** A three-hour unseen examination will take place in the ST.

## AC212

## Principles of Finance

This information is for the 2005/06 session.

**Teacher responsible:** Dr A Ellul, A212 and Professor D Webb, R413**Availability:** Compulsory for BSc Accounting and Finance and the Diploma in Accounting and Finance. Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management, BSc Management Sciences, BSc Mathematics and Economics, BSc Philosophy and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.**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.**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.**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).**Assessment:** A three-hour written examination in the ST.

## AC300

## Corporate Finance, Investments and Financial Markets

This information is for the 2005/06 session.

**Teachers responsible:** Dr A Dasgupta, A352 and Dr M Verardo, A452**Availability:** Optional for BSc Accounting and Finance, BSc Economics, BSc Management Sciences.**Pre-requisites:** AC212 **Principles of Finance**.**Core syllabus:** This course is intended for third-year undergraduates and will be a broad-based follow-up to AC212 **Principles of Finance**. 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 by examining the empirical behaviour of security prices. We first study the empirical evidence of the CAPM and other asset pricing models, and then analyze different tests of market efficiency focusing on event studies, investment anomalies and behavioural finance. Finally, this part of the course illustrates techniques of performance evaluation and attribution and, after introducing elements of international finance, explores issues related to international portfolio management.

The second component of the course examines theory and evidence



concerning major corporate financial policy decisions. We focus particularly on the firm's decision to go public, and study well-known phenomena related to IPOs. 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.

**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.

**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).

**Assessment:** A three-hour written examination in the ST.

### AC310

#### Advanced Managerial Accounting

This information is for the 2005/06 session.

**Teachers responsible:** Dr A Bhimani, A307 and others

**Availability:** Optional for BSc Accounting and Finance.

**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, 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?

**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.

**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 Warming: Debating International Developments in New Public Financial Management*, Cappelan Akademisk Forlag As, Oslo (1998).

**Assessment:** A three-hour unseen examination will take place in the ST.

### AC320

#### Quantitative Finance

This information is for the 2005/06 session.

**Teachers responsible:** Dr J Danielsson, A454b and others

**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management, BSc Management Sciences and BSc Mathematics and Economics.

**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 2005/06 session.

**Teacher responsible:** Mr C Noke, A311 and others

**Availability:** Compulsory for BSc Accounting and Finance. Optional for BSc Management and the Diploma in Accounting and Finance.

**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. Business analysis and valuation. Further details will be given at the start of the course.

**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.

**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).

**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 2005/06 session.

**Teachers responsible:** Dr Liisa Kurunmaki, A503 and others

**Availability:** Optional for BSc Accounting and Finance, BSc Management and the Diploma in Accounting and Finance.

**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 auditing practices and their role in organisational governance and risk management. Auditing is demanded by, and provides assurance to, a variety of internal and external stakeholders, including corporate shareholders and regulators. As societal demands for accountability have increased, auditing has become both more important and more regulated itself. Auditing also remains controversial and this course will address contemporary debates.

**Content:** The course addresses the theoretical basis of auditing, its role as a risk management function, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the UK, international comparisons, particularly with continental Europe, will be made. In addition to the consideration of the statutory audit of companies and internal auditing, forms of the audit function in environmental and social responsibility 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 2005/06 session.

**Teachers responsible:** Dr R Astuti, H613 and Dr C Allerton, C615

**Availability:** This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is optional for BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management.

**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 twice weekly in weeks 1-5 MT, 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 Carnithers, *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 2005/06 session.

**Teachers responsible:** Dr M Mundy, A507 and to be announced.

**Availability:** This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

**Core syllabus:** The course is intended to give an introduction to anthropological theory through the study of selected ethnographic texts. **Content:** This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.

**Teaching:** Lectures AN101 weekly 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 2005/06 session.

**Teachers responsible:** Dr C Allerton, A 615, 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

#### The Anthropology of Kinship, Sex and Gender

This information is for the 2005/06 session.

**Teachers responsible:** Dr C Allerton, A615 and Professor O Harris, A613.

**Availability:** This course is compulsory for BA/BSc Social Anthropology. It



is optional for BA Anthropology and Law and 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 2005/06

##### The Anthropology of Lowlands Latin America

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Piaroa*; C Crocker, *Vital Souls*; P Gow, *Of Mixed Blood*; P Descola, *In the Society of Nature*; *The Spears of Twilight*; E Basso, *The Last Cannibals*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

#### AN205 Half Unit Not available in 2005/06

##### The Anthropology of Melanesia

This information is for the 2005/06 session.

**Teacher responsible:** Dr M Scott, A614

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social 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 Knauft, *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 Stübenhofecker, *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 2005/06

##### Anthropology of the Mediterranean: Greece & Cyprus

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### The Anthropology of Madagascar

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### Anthropological Linguistics

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### Research Methods in Social Anthropology

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### The Anthropology of Conflict, Revolution and War

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### The Anthropology of Death

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### The Anthropology of Art and Communication

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Lévi-Strauss, *The Savage Mind*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

#### AN213 Half Unit Not available in 2005/06

##### Anthropological Theories of Exchange

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06 session.

**Teachers responsible:** Dr L Bear, A612 and Dr H Donner, A506.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 MT, LT, Classes AN214.A weekly MT, LT.

**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.

**Written work:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

#### AN215 Half Unit Not available in 2005/06

##### Anthropology of Hunters & Gatherers of Sub-Saharan Africa

This information is for the 2005/06 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, G'awi, 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 Not available in 2005/06

##### Cognition and Anthropology

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### The Anthropology of East and Central Africa

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06

##### Anthropology of Agrarian Development and Social Change

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Not available in 2005/06

##### The Anthropology of Christianity

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Iletto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

#### AN223 Half Unit Not available in 2005/06

##### The Anthropology of South-East Asia

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 2005/06 session.

**Teachers responsible:** Dr V Benei, A613, Dr D James, A616 and Professor S Roberts, A150

**Availability:** This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is optional for LLB and LLF students.

**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 Enksen, *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 2005/06 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 optional for BA Anthropology and Law, BSc Economic History, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management.

**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 2005/06

### The Anthropology of Religious Nationalism and Fundamentalism

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Luden (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 Not available in 2005/06

### The Anthropology of Industrialization and Industrial Life

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** This course is optional for BA/BSc Social Anthropology, BA Anthropology and Law, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management.

**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

### The Anthropology of China

This information is for the 2005/06 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 Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

## AN232 Half Unit Not available in 2005/06

### Film and Photography

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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, *Trobriland 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 2005/06

### Anthropology of South-West Asian & North African Societies

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**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 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:** 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 2005/06

#### The Anthropology of Southern Africa

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 Spiegel, 'Southern Africa Revisited', *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

### AN236 Half Unit Not available in 2005/06

#### The Anthropology of Governance in the Modern State

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** This course is optional for BA/BSc Social Anthropology and BA Anthropology and Law. 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 Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; K Verdery, *What Was Socialism, and What Comes Next?*; B Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*; A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*; M Lazarus-Black & S Hirsch (Eds), *Contested States: Law, Hegemony and Resistance*; M Burawoy & K Verdery (Eds), *Uncertain Transitions: Ethnographies of change in the postsocialist world*; N Eliasoph, *Avoiding Politics: How Americans produce Apathy in Everyday Life*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

### AN237 Half Unit

#### The Anthropology of Development

This information is for the 2005/06 session.

**Teacher responsible:** Dr D James, A616

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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

#### Anthropology and Human Rights

This information is for the 2005/06 session.

**Teacher responsible:** Dr M Engelke, A609

**Availability:** Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

**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 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:** 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 2005/06

#### Anthropology of Civil Society, the State and Citizenship

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For students doing the BA/BSc Social Anthropology, BA Anthropology and Law and other undergraduate degrees at the discretion of the teacher 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.

**Teaching:** Ten lectures and ten classes in the MT.

**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; Pnina Werbner, 'Exoticising Citizenship: Anthropology and the new citizenship debate', *Canberra Anthropology* 21(2):1-27, 1998.

**Assessment:** A two-hour examination in the ST worth 80%. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

### AN240 Half Unit

#### Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2005/06 session.

**Teacher responsible:** Dr F Cannell, A610

**Availability:** This is an optional course for BA/BSc Anthropology and BSc Anthropology and Law students. This course may be taken as an outside option by undergraduates from other departments. It is most suitable for second and third year students but interested first year external students may seek an exemption.

**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the teacher.

**Core syllabus:** This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

**Content:** This course will consider the Philippines in regional and comparative context. The course is complementary to AN223, (Anthropology of Southeast Asia) when that course is offered, but either course may also be taken singly. This course will reflect some of the new and exciting scholarly developments that have been taking place in Philippine Studies; course content may therefore vary from year to year to reflect new work of special interest. However, the course will normally offer topics in the ethnography of both the highland (tribal) and lowland (Christian) Philippines and may also include some material on the Filipino Moslems.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year); Migration, 'mail-order brides, and the Philippine diaspora'; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics,



tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economics and the impact of international capitalism. Depending on the interests of students in a particular year, I may also offer at times a topic designed to offer a taster of "research-skill" reading, where students can work towards problem solving with their own range of documents.

**Teaching:** Lectures weekly, seminars weekly.

**Written work:** Students are expected to prepare discussion material for classes/seminars and are required to write an assessment essay.

**Reading list:** Selected texts: Renato Rosaldo *Ilongot Headhunters*; Vicente Rafael *Contracting Christianity*; Fenella Cannell *Power and Intimacy in the Christian Philippines*; Sally-Ann Ness *Where Asia Smiles*; Heather L. Claussen, *Unconventional Sisterhood*; J. Neil C. Garcia *Philippine Gay Culture: the Last Thirty Years*; M. F. Manalansan *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael *White Love and Other Events in Filipino History*; Evelyn Tan Cullemar *Babaylanism in Negros*; Benito M. Vergera *Displaying Filipinos: Photography and Colonialism in Early 20th Century Philippines*; Renaldo Clemena Ito *Pasyon and Revolution*; K.F. Wiegele, *Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines*; Nicole Constable *Maid to Order in Hong Kong*; Albert Alejo *Generating Energies in Mount Apo: Cultural Politics in a Contested Environment*; Catherine Ceniza Choy *Empire of Care: Nursing and Migration in Filipino American History*; Esther C.M. Yau and Kyung Hyun Kim *Asia/Pacific Cinema*; Caroline S. Hau, *Necessary Fictions: Philippine Literature and the Nation*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** A two-hour examination in the ST (80%) and one 2,000 word essay (20%).

### AN300

#### Advanced Theory of Social Anthropology

This information is for the 2005/06 session.

**Teachers responsible:** Dr M Engelke, A609 and Professor J Parry, A505.

**Availability:** This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law and 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 MT, LT, Classes AN300.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 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 Sahlin, *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 2005/06 session.

**Teachers responsible:** Dr F Cannell, A610 and Professor M Lambeck.

**Availability:** This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law and available to students on other degrees as permitted by the regulations.

**Pre-requisites:** Students should have a substantial background in Social Anthropology.

**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 MT, LT, Classes AN301.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 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.

**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.

### AN399

#### Special Essay Paper in Social Anthropology

This information is for the 2005/06 session.

**Availability:** This course is an option for BA/BSc Social Anthropology.

**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 2005/06 session.

**Teachers responsible:** Professor C M E Whitehead, S377 and Professor N Barr, J102

**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Economic History, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc International Relations and BSc Management Sciences. It is not available to Economics specialists.

**Pre requisites:** It may not be taken if **Economics B** has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

**Core syllabus:** This is an introductory course in microeconomics and macroeconomics for those not expecting to take further specialist courses in economics.

**Content:** The course gives a foundation in economics, primarily to those without a significant background in the subject. It is suitable for those who wish for a single course covering the basic analytic framework and for those who intend to do further non-specialist, economics courses. The course covers standard micro and macroeconomic theory and its extensions in order to make it possible to discuss empirical and policy issues. Topics include demand and supply, theories of consumer behaviour and cost, market structures, efficiency, distribution and optimality, factors markets, macroeconomic equilibrium in the goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments and applications to policy.

**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 below).

**Written work:** Class teachers will normally set and mark four pieces of written work from each student during the course.

**Reading list:** Students should buy one of the following: R G Lipsey & A Chrystal, *An Introduction to Positive Economics* (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 Farquhar, *Understanding the British Economy*; J K Galbraith, *Almost Everyone's Guide to Economics*; R Pennant Rea & C Crook, *Economists Economics*; M Stewart & R Heilbroner, *Worldly Philosophers*. Further supplementary reading is given in the handouts.

**Assessment:** A three-hour written examination in the ST based on the full syllabus. The examination contains two types of question:

- a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and
- seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both micro and macro economics.

Copies of previous years' examination papers are available.

### EC102

#### Economics B

This information is for the 2005/06 session.

**Teachers responsible:** Professor D Quah, S877 and Mr A Marin, S566

**Availability:** Compulsory for BSc Accounting and Finance, BSc Actuarial Science, BSc Econometrics and Mathematical Economics, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics. Optional for BSc Business Mathematics and Statistics, BSc Economic History, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management and BSc Management Sciences.

**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* (8th edn), McGraw-Hill, 2005 or P Krugman & R Wells, *Microeconomics*, Worth Publishers, 2005 at the start of each section of the course.

**Part A:** Robert H Frank, *Microeconomics and Behavior* (6th edn, McGraw-Hill), 2005; 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.

### EC201

#### Microeconomic Principles I

This information is for the 2005/06 session.

**Teachers responsible:** Dr J Leape, Y211 and Dr M Bray, S476

**Availability:** This course is for BSc Econometrics and Mathematical Economics, BSc Accounting and Finance, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

**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 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 2005/06 session.

**Teachers responsible:** Professor F A Cowell, R520 and Professor L Anderlini, S484

**Availability:** Compulsory for BSc Mathematics and Economics. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Management Sciences, BSc Philosophy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

**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 2005/06 session.

**Teachers responsible:** Dr E Yashiv, S680 and Dr J Ortega

**Availability:** Compulsory for BSc Economics, BSc Economics with Economic History, BSc Geography with Economics, BSc Government and Economics, BSc Philosophy and Economics and MSc Economics (Two Year Programme). Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economic History with Economics, BSc Economics and Economic History, BSc Environmental Policy with Economics, BSc Management, BSc Management Sciences, BSc Mathematics and Economics, BSc Mathematics and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.

**Pre-requisites:** This course is for BSc degrees in Economics and also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey & 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.

**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.

**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.

**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 2005/06 session.

**Teacher responsible:** Dr C Dougherty, S376

**Availability:** Optional for BSc Accounting and Finance, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

**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 2005/06 session.

**Teacher responsible:** Dr M Schafgans, S584

**Availability:** Compulsory for BSc Econometrics and Mathematical Economics. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Mathematics and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and MSc Economics (Two Year Programme).

**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. Additional help lectures 20 x one-hour 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 2005/06 session.

**Teachers responsible:** Dr E Yashiv, S680, Dr A Marin and others

**Availability:** This course is optional for BSc Economic History, BSc Environmental Policy, BSc Environmental Policy, BSc International Relations, BSc Management 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-Algraa (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 2005/06 session.

**Teachers responsible:** Dr R Ngai, S675, Dr B Guimaraes, S665, Dr E Eyster, S475 and Dr G Weizsäcker, S467

**Availability:** This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 Weizsäcker: 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.

### EC302

#### Political Economy

This information is for the 2005/06 session.

**Teachers responsible:** Dr R Razin, S480

**Availability:** Optional course for BSc Economics, BSc Economics with Economic History, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics. It is available as an outside option, and to General course students.

**Pre-requisites:** Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent). Introduction to Econometrics (or equivalent) should also have been completed or should be taken simultaneously.

**Core syllabus:** The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence.

**Content: Sample topics to be covered:**

Preference aggregation and voting; Political economy of income redistribution; Political economy of regulation; Constitutional rules and policy outcomes; Bureaucracy; Lobbying; The role of the media; Campaign Finance; Political Parties; Turnout in elections; Ethnic Politics; International conflicts; Debates and Communication.

**Teaching:** Lectures: 20 MT & LT

Classes: Eight in MT, ten in LT and two in ST.

**Written work:** At least four exercises or pieces of written work will be required and assessed by class teachers.

**Reading list:** The main textbooks for the course are K A Shepsle & M S Bonchek, *Analyzing Politics, Rationality, Behavior and Institutions*, W W

Norton & Co, 1997; W H Riker, *Liberalism Against Populism*, Waveland Press; D P Green & I Shapiro, *Pathologies of Rational Choice Theory*, Yale University Press, 1994.

Advanced readings: G M Grossman & E Helpman, *Special Interest Politics*, MIT Press, 2001; T Persson & G Tabellini, *Political Economics*, MIT Press, 2000; A Drazen, *Political Economy In Macroeconomics*, Princeton University Press, 2000.

Supplementary readings: M Osborne, *An Introduction to Game Theory*, Oxford University Press, 2004; A Dixit & B Nalebuf, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, W W Norton & Co, 1993.

**Assessment:** A three-hour written examination in the ST.

### EC303

#### Economic Analysis of the European Union

This information is for the 2005/06 session.

**Teachers responsible:** Professor F Caselli, S875, and others

**Availability:** This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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

#### Economic Analysis of Institutions

This information is for the 2005/06 session.

**Teacher responsible:** Dr C Xu, S576 and Professor M Schankerman, R516

**Availability:** This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Geography with Economics, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**Pre-requisites:** Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

**Core syllabus:** The course examines the mechanisms, functions, and impacts of economic, financial, and legal institutions underlying market economies and other economies. The course aims to give students the skills to analyze institutions and to test theories, including applications of contract theory, game theory, and data analysis. The course will also examine cross-country studies that illustrate the mechanisms, functions and impacts of institutions; examples will be drawn from different economies.

**Content:**

- Introduction to institutions
- Contracts and Property Rights as Economic Institutions
  - Contracts as solutions for incentive problems
  - Property rights as solutions for incentive problems
  - Contracting institutions vs. property rights institutions
  - Government organization as nexus of contracts to deal with incentive problems: theory and evidence from China
- Financial Institutions
  - Financial institutions and separation of ownership and control
  - Incentive commitment problems of financial institutions
- Legal Institutions
  - Rule of law: contract enforcement and ownership protection



- (ii) Legal origin and protection of property rights: common law vs. civil law
- (iii) Law enforcement institutions: court vs. regulator
- (iv) Legal institutions and economic performance

## V. Institutional Change

- (i) Political economy of institutional changes
- (ii) Political economy of privatization
- (iii) Legal transplantation

## VI. Institution and Long Run Growth

**Teaching:** Lectures EC305: 30 MT and LT.  
Classes EC305.A: 20 MT and LT.

**Written work:** In addition to giving class presentations, students will be expected to hand in two essays or exercises each term, to be graded by the class teacher.

**Reading list:** The main textbook for the course is G Roland, *Transition and Economics: Politics, Markets, and Firms*, MIT Press, 2000. Other reference texts are: O Hart, *Firms, Contracts, and Financial Structure*, Oxford University Press, 1995; P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice-Hall International; D North, *Institutions, Institutional Change and Economic Performance*, Cambridge University Press, 1990.

Additional readings from journals and working papers will be listed at the start of the course.

**Assessment:** A written three-hour examination in the ST.

## EC307

## Development Economics

This information is for the 2005/06 session.

**Teachers responsible:** Dr R Burgess, R524 and Dr O Bandiera, R526

**Availability:** This course is optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Government and Economics, BSc Geography with Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 2005/06 session.

**Teacher responsible:** Dr M Seo, S585

**Availability:** This course is for BSc Econometrics and Mathematical Economics, BSc Mathematics and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

**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 Not available in 2005/06

## History of Economics: How Theories Change

This information is for the 2005/06 session.

**Teacher responsible:** Professor M S Morgan, C420

**Availability:** Optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Philosophy and Economics, BSc Social Policy and Economics and other students by permission of the course lecturer. This course is capped [www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm](http://www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm)

**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.

**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.

**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*.

**Assessment:** A three-hour written examination in the ST.

## EC313

## Industrial Economics

This information is for the 2005/06 session.

**Teachers responsible:** Professor M Schankerman, R516 and Dr P Davis, R518

**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management, BSc Philosophy and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.

**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 2005/06 session.

**Teachers responsible:** Dr S Tenreiro, S579 and Professor G Ottaviano

**Availability:** Optional for BSc Accounting and Finance, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 2005/06 session.

**Teacher responsible:** Professor S Pischke, R425

**Availability:** This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 2005/06 session.

**Teachers responsible:** Dr R Razin, S480 and Dr A Sarychev, S482

**Availability:** This course is compulsory for BSc Mathematics and Economics and optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Philosophy and Economics, BSc Social Policy and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

**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 Razin 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 2005/06 session.

**Teachers responsible:** Professor R Jackman, S777 and Dr K Aoki, S686

**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 2005/06 session.

**Teachers responsible:** Professor N Barr, J102 and Dr J Leape, Y211

**Availability:** This course is for BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

**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 2005/06 session.

**Teacher responsible:** Professor F Caselli, S875

**Availability:** This course is compulsory for BSc Econometrics and Mathematical Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

**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 2005/06 session.

**Teachers responsible:** Professor A Manning, R451 and Professor M Schankerman, R516

**Availability:** This course is optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History and BSc Social Policy and Economics.

**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 ST.

## EH101

### Internationalization of Economic Growth

This information is for the 2005/06 session.

**Teachers responsible:** Dr Tim Leunig, C322 and others

**Availability:** Compulsory for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics and Economic History. Optional for BSc Environmental Policy, BA History, BSc International Relations and BSc International Relations and 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 well 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 Professor

Crafts. 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 four very short papers during the year and two longer essays.

**Reading list:** The following are particularly useful: A G Kenwood & A L Loughheed, *The Growth of the International Economy, 1820-2000* (2000); 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 Temin & G Toniolo, *The European Economy between the Wars* (1997); M S Schulze (Ed), *Western Europe, Economic & Social Change*; B Eichengreen, *Globalizing Capital. A History of the International Monetary System*; M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan*; 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 2005/06 session.

**Teacher responsible:** Dr Patrick Wallis, C319

**Availability:** This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History and BA History.

**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 2005/06

### Economic and Social History of Britain from 1830

This information is for the 2005/06 session.

**Teacher responsible:** Dr E H Hunt

**Availability:** This is an optional course for BSc Accounting and Finance, BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BA History, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management. 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, Gounvish, 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 2005/06 session.

**Teachers responsible:** Dr Peter Howlett, C214 and Professor Janet Hunter, C414

**Availability:** This is a compulsory course for BSc Economic History. It is optional for BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc International Relations and BSc Management. 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 2005/06 session.

**Teacher responsible:** Dr Colin Lewis, C320

**Availability:** This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy, BSc Environmental Policy with Economics, BA History and BSc International Relations.



**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 (EH225.A). MT, LT, ST 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 2005/06 session.**

**Teacher responsible:** Dr Jordi Domenech, C313

**Availability:** This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BA History, BSc Economics and BSc Management.

**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 2005/06 session.**

**Teacher responsible:** Dr Tim Leunig, C322

**Availability:** This is an optional course for BSc Accounting and Finance, BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management and the Diploma in Accounting and Finance. 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 2005/06 session.**

**Teacher responsible:** Dr Patrick Wallis, C319 and Dr E. H. Hunt, C315

**Availability:** This is a compulsory second-year course for students taking BSc Economic History, BSc Economics and Economic History, BSc Economic History with Economics, and BSc 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 & P. Johnson, *The Cambridge Economic History of Modern Britain: Volume 1. Industrialisation, 1700-1860* (2004); 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 2005/06 session.**

**Teacher responsible:** Professor S. R. Epstein, C415

**Availability:** Optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc

Economics with 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, Mong-Ching China, and Tokugawa Japan.

**Teaching:** Approximately 22 two-hour lectures and seminars.

**Written work:** Students are expected to write two 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 principal text is S. R. Epstein, *Freedom and Growth. The Rise of States and Markets in Europe, 1300-1750* (2000). 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 2005/06 session.**

**Teacher responsible:** Dr E. H. Hunt, C315

**Availability:** Optional course for third-year BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management students. 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%.

## EH315

### Africa and the World Economy

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Gareth Austin, C319

**Availability:** This is an optional course for BSc Economic History, BSc Economics, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History. 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.

Part I: Periods and Processes. Theories and historiography: an introduction. Precolonial period: 'deep time' perspectives on African environment, settlement, and intercontinental trade; the Atlantic slave trade; violence and economic growth in the 19th century. Colonial period: the European Scramble for Africa; the early colonial period (to 1939), including the cash-crop 'revolution' in certain 'peasant' colonies; and the rise and attempted destruction of African peasantries in certain 'settler' colonies; the last colonial period (1939-c60), including development schemes, manufacturing growth, and decolonization (case-study of 'Mau Mau' revolt in Kenya). Post-colonial period: from state-led development policies to Structural Adjustment. The capitalism and apartheid debate in South Africa. Part II: Thematic Analysis. Resources and technology: factor ratios analysis and choice of technique; models of economic growth in Africa. Making markets: debates about culture and market rationality, indigenous entrepreneurship, and institutions. Labour coercion and African economic growth: internal slavery, colonial coercion, and the causes and consequences of the freeing of labour. Gender divisions of labour. Patterns of foreign trade, investment and enterprise. States and economic growth. Theories and historiography: a revised overview.

**Teaching:** Seminars or lectures, weekly MT, LT, ST.

**Written work:** All students are required to produce at least three papers, one of which will be submitted for formal assessment (see below under **Assessment**).

**Reading list:** For a general introduction: J. Iliffe, *Africans: The History of a Continent* (1995). See further: J. Iliffe, *The Emergence of African Capitalism* (1983); R. Austen, *African Economic History* (1987); J. Thornton, *Africa and Africans in the Making of the Atlantic World* (2nd edn, 1998); B. Freund, *The Making of Contemporary Africa* (2nd edn, 1998); A. Hopkins, *An Economic History of West Africa* (1973); C. Feinstein, *Conquest, Discrimination and Development: an Economic History of South Africa* (2005); R. Bates, *Essays on the Political Economy of Rural Africa* (1983); F. Cooper, *Africa since 1940* (2002), and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

**Assessment:** An assessed essay counts for 30% of the marks, 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 2005/06

### The World Economic Crisis, 1919-1945

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr D. E. Baines, C514

**Availability:** An optional course for 3rd year BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History.

**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

### Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth

This information is for the 2005/06 session.

**Teachers responsible:** Professor Janet Hunter, C414

**Availability:** This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics with Economic History, BSc Economics and Economic History, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management. 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 includes both an overview of major themes in modern Japanese development and 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, to engage in group discussion and to make presentations on a regular basis.

**Written work:** A minimum of three essays or equivalent pieces of written work (excluding the assessed essay).

**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); D Flath, *The Japanese Economy* (2000); P Francks, *Japanese Economic Development* (2nd edn, 1999); A Hayami et al (Eds), *Emergence of Economic Society in Japan, 1600-1859* (2004); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), *Industrialisation: Critical Perspectives on the World Economy* (1998); T Nakamura & K Odaka (Eds), *Economic History of Japan 1914-1955: A Dual Structure* (2003); Y Murakami & H T Patrick, *The Political Economy of Japan* (3 vols, 1987-1992).

**Assessment:** An assessed piece of 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 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional 3rd year course for BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History and BSc Management. 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; the relationship between market size and

structure and technological progress; the extent to which innovation caused stock market booms and busts; how firms developed the capabilities to profit from new technologies. 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 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 Not available in 2005/06

### China's Traditional Economy and its Growth in the Very Long-Term

This information is for the 2005/06 session.

**Teacher responsible:** Dr Kent Deng, C413

**Availability:** Optional course for third-year BSc Economic History, BSc Economic History with Economics and BSc Economics and Economic History students, 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 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 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 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

### Dissertation in Economic or Social History

This information is for the 2005/06 session.

**Teachers responsible:** Dr Peter Howlett, C214 and all members of the Economic History Department

**Availability:** This course is compulsory for BSc Economic History, BSc Economic History with Economics and BSc Economics and Economic History.

**Core syllabus:** The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen.

**Assessment:** The dissertation must not exceed 10,000 words in length. After being marked, the dissertation will not be returned to the candidate.

**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.

**Selection of title:** The title of the dissertation 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.

## GV100

### Introduction to Political Theory

This information is for the 2005/06 session.

**Availability:** Compulsory for BSc Government and BSc Social Policy with Government. Optional for BSc Environmental Policy, BSc Government and Economics, BSc Government and History, BA History, BSc Industrial Relations and Human Resource Management and BSc International Relations.

**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 2005/06 session.

**Teachers responsible:** Dr Jonathan Hopkin and others

**Availability:** This is compulsory for BSc Government and BSc Social Policy with Government. It is optional for BSc Government and Economics, BSc Government and History, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management. It is available 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.

**Written work:** Students are expected to write four essays.

**Reading list:** A Lijphart, *Patterns of Democracy*.

**Assessment:** The course will be examined with a three-hour paper in the ST.

## GV225

### Public Choice and Politics

This information is for the 2005/06 session.

**Teachers responsible:** Dr V Larcinese, L300 and Dr T Dewan, L310

**Availability:** Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc Management and BSc Social Policy with Government. Also available to 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 tools for the study of public choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions.

**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 2005/06 session.

**Teachers responsible:** Dr Cheryl Schonhardt-Bailey, L105 and Dr Mark Thatcher, K305

**Availability:** Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations, BSc Management, BSc Social Policy with Government 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, *Currency of Ideas: Monetary Politics in the European Union*; C Schonhardt-Bailey, *The Rise of Free Trade*; A El-Agraa, *The European Union: History, Institutions, Economics and Politics*; A Blinder, *Central Banking in Theory and Practice*; J Frieden & B Eichengreen, *The Political Economy of European Monetary Unification*; 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%.

### GV262 Concepts in Political Theory

This information is for the 2005/06 session.

**Teachers responsible:** Dr Cécile Fabre and Dr Christian List  
**Availability:** Optional course for BSc International Relations, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Government, BSc Government and Economics, BSc Government and History, BSc Social Policy with Government and pre requisite 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 2005/06 session.

**Teacher responsible:** Professor E Page, L203 and Dr Martin Lodge, L305  
**Availability:** Optional for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government, BSc Government and Economics, BSc Government and History and BSc Social Policy with Government.  
**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:** 22 weekly lectures and 21 weekly 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, *Reconciling 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, *Learning from Comparative Public Policy*, Chatham House, 2004; Carol H Weiss, *Evaluation: Methods for Studying Programs and Policies* (2nd edn), Prentice Hall, 1998.  
**Assessment:** By Summer term examination (75%) and assessed essay due at the start of the ST (25%).

### GV264 Politics and Institutions in Europe

This information is for the 2005/06 session.

**Teacher responsible:** Dr Vesselin Dimitrov  
**Availability:** Optional course for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government. For General Course students.  
**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. The course covers not only long-established democracies in Western Europe, but also newly-emerging democracies in Central and Eastern Europe.  
**Content:** Course topics include: The origins of the modern state in Europe; nation-building and identities; governments and legislatures; electoral behaviour; parties and party systems; central executives and bureaucracies; 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); J Elster et al, *Institutional Design in Post-Communist Societies* (1998); 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); M Rhodes et al (Eds), *Developments in West European Politics* (1997); S White et al (Ed), *Developments in Central and East European Politics* 3 (2003).  
**Assessment:** The course will be assessed entirely by means of a three-hour unseen written examination in the ST.

### GV265 States, Nations and Empires

This information is for the 2005/06 session.

**Teachers responsible:** Dr Erik Ringmar, K309 and members of the Government department  
**Availability:** Optional for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government, BSc Government and Economics and BSc Social Policy with Government students, third-year BSc International Relations and for General Course students. Also available to students on other degrees where regulations permit.  
**Pre requisites:** GV101 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 polities 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 Ræff, *The Well-Ordered Police State*; J Spence, *In Search For Modern China*; J Breuille, *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 2005/06 session.

**Teachers responsible:** Professor Janet Coleman  
**Availability:** Optional course for BSc Government, BSc Government and Economics, BSc Government and History and BSc Social Policy with Government. Available for 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.  
**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 Metaphysics of Morals*, *The Metaphysics 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 2005/06 session.

**Teacher responsible:** Dr Francisco Panizza, L201 and others  
**Availability:** Third year BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government students. Also available to General Course students, with permission.

**Pre-requisites:** Introduction to Political Science GV101.

**Core syllabus:** The course is concerned with theories and case studies of democratic transformations. 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 development in a global capitalist economy.

**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:** Seymour Martin Lipset, 'Some Social Requisites of Democracy: Economic Development and Political Legitimacy', *American*

*Political Science Review*, 53, 69-105, 1959; A Przeworski, *Democracy and the Market* (1991); Martin Wolf, *Why Globalisation Works* (2004); Amy Chua, *World on Fire* (2003).  
**Assessment:** There will be a three-hour unseen examination in the ST.

### GV314

#### Empirical Research in Government

This information is for the 2005/06 session.

**Teacher responsible:** Professor E C Page, L203  
**Availability:** Optional course for BSc Government and BSc Government and History.  
**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:** A Buckingham & P Saunders, *The Survey Methods Workbook* (2004); 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 Investigation*, 2nd edn, (1985); Melanie Mauthner et al (Ed), *Ethics in Qualitative Research*, (2002).

**Assessment:** The course will be assessed in three ways:

- One quarter (25%) of the overall mark will be assessed by an essay of up to 2,500 words (due beginning of the LT).
- 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).
- 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 2005/06 session.

**Teachers responsible:** Professor John Breuille, Dr John Hutchinson and Dr Dominique Jacquin-Berdal

**Availability:** Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations, BSc International Relations and History, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Sociology. Also available to 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:

- Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; primordialism and ethnicity; globalisation and nationalism.
- Relations between nationalism and politics, especially in Europe and the Soviet Union; democracy, ethnicity and citizenship.
- Nationalism and the international system, including problems of sovereignty, secession and self-determination; racism and nationalism.

**Teaching:** 20 Lectures GV350 (MT, LT) given by Professor John Breuille, 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 Geilner, *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, *Nations as Zones of Conflict*, Sage, 2004; 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 2005/06 session.

**Teachers responsible:** Dr M Bruter, L107 and Professor S Hix, L104

**Availability:** Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government.

**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.

**Teaching:** 20 weekly lectures (GV351) in MT and LT and 20 weekly classes (GV351.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.

**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*.

**Assessment:** A three-hour unseen written examination held in the ST.

### GV390

#### Government Essay Option

This information is for the 2005/06 session.

**Teacher responsible:** Departmental Tutor.

**Availability:** Optional for BSc Government students, may be taken only in the third year.

**Core syllabus:** An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. The topic should be chosen from 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 2005/06 session.

**Teacher responsible:** Dr G Atkinson, S513, with contributions from Dr G Atkinson, S412, Professor P Cheshire, S405, Dr D Perrons, B505 and others to be announced

**Availability:** Compulsory for BA Geography and BSc Geography with Economics.

**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 2005/06 session.

**Teacher responsible:** Professor A Rodriguez-Pose, S506

**Availability:** Optional first year course for BSc Environmental Policy, BA Geography and BSc Geography with Economics 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 2005/06 session.

**Teacher responsible:** Professor D K C Jones, S417

**Availability:** Compulsory for BSc Environmental Policy and BSc Environmental Policy with Economics and optional for BA Geography. Open to other students as permitted by the regulations for their degrees.

**Core syllabus:** The description and analysis of the Planet Earth as the home of human societies. The analysis focuses on the nature and of the

'natural' or biogeophysical systems and involves consideration of the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere and examination of how they have evolved, interact, change and have been 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:** The origin and evolution of the Solar System and Planet Earth. 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 solid Earth, atmosphere and hydrosphere. Evolution of the biosphere, mass extinctions and Gaia. Long-term climate change. Sea-level change.

**Teaching:** 38 one-hour lectures in the MT and LT; weekly one-hour classes in the MT, LT and ST.

**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; J Gribben, *Stardust*, 2000; R G Barry & R J Chorley, *Atmosphere, Weather and Climate*, 1998; A Mannion, *Natural Environmental Change*, 1999; R C Ward & M 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; J E Lovelock, *The Ages of Gaia*, 1988; R Huggett, *Catastrophism*, 1997.

**Assessment:** A three-hour unseen examination in the ST (75%) and two 1,500 word essays submitted in the ST (25%).

### GY121

#### Environmental Change and Sustainable Development

This information is for the 2005/06 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 and BSc Environmental Policy, 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 and wetlands conservation. 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; R Huggett, S Lindley, H Gavin & K Richardson, *Physical Geography: A Human Perspective*, Arnold, 2004; 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; 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 2005/06 session.

**Teacher responsible:** Dr Kevin Burchell, S417a

**Availability:** Compulsory for BA Geography. Optional for BSc Geography with Economics. Also available to suitable General Course students.

**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 2005/06 session.

**Teacher responsible:** Dr Andy C Pratt, S410. Other teachers involved Dr Jung Won Sonn, S508 and Dr Dennis Rogers, S412

**Availability:** Available to students on BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography 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 Geographics: 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 2005/06 session.

**Teacher responsible:** Dr F Robert-Nicoud, S513a

**Availability:** This course is compulsory for students on BSc Geography with Economics. It is optional for BA Geography, BSc Economics, BSc Environmental Policy and BSc Environmental Policy with Economics.

**Pre requisites:** Economics A is normally a prerequisite.

**Core syllabus:** This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

**Content:** 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/MacGraw-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 one 2,000-word essay (25%).

## GY202

## Introduction to Development in the South

This information is for the 2005/06 session.

**Teachers responsible:** Professor S Corbridge, S407. Other teacher involved, Dr S Chan, S418

**Availability:** Second year option for BA Geography, BSc Environmental Policy, BSc Environmental Policy with Economics and BSc Geography with Economics. 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 have been addressed by different stakeholders, including households, governments, international development agencies and agents in civil and political society.

**Content:** There are four key 'modules'. The first is concerned with the history of development studies, or the ways that development theory and practice have been linked in different ways. We consider modernisation theories, radical challenges, neoliberalism and post-developmentalism. The second module is concerned with issues in rural development, including the agrarian question, the Green Revolution, famine and urban bias. The third module is about industrialization and work, including the informal economy, flexible specialisation and TNCs. The last module is about development power, policy and politics and focuses on gender issues, housing, HIV and social justice movements.

**Teaching:** 30 lectures (GY202), two per week for eight weeks of MT (weeks 1-4 and 7-10) 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; A Escobar, *Encountering Development*, Princeton, 1995; J Ferguson, *The Anti-Politics Machine*, Minnesota, 1994; T Forsyth (Ed), *The Encyclopaedia of Development*, Routledge, 2005; 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 2005/06 session.

**Teachers responsible:** Dr M M Low, S512. Other teacher involved: Professor I R Gordon, S505a

**Availability:** BSc Environmental Policy, BSc Environmental Policy with

Economics, BA Geography and BSc Geography 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: J Agnew, *Making Political Geography*, 2002; 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 2005/06 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:** Compulsory for BSc Environmental Policy and BSc Environmental Policy with Economics. Optional for BA Geography, BSc Geography with Economics and BSc International Relations.

**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 three following elements although the specific content, order and relative proportion may change with staff availability. Part A: Introduction and Themes - Science and Society: Introduction to social approaches to scientific knowledge and environmentalism. Part B: Environmental Risk and Science: Consideration of current regional and global environmental risks, including the CO2 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, destruction of tropical rainforests, genetic manipulation and biotechnology. Part C: Science and Environmental Governance: Application of environmental science to governance issues at different scales, and the notion of sustainability science.

**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: T Forsyth, *Critical Political Ecology: The Politics of Environmental Science*, 2003; A Goudie (Ed), *The Human Impact Reader*, 1997; C L Harper, *Environment and Society*, 2002; 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; G T Miller (Ed), *Living in the Environment*, 2000; L Owen & T Unwin, *Environmental Management*, 1997; K Smith, *Environmental Hazards*, 2001; United Nations Environment Programme, *Global Environment Outlook 3*, 2002.

**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 2005/06 session.

**Teachers responsible:** Dr E Neumayer, S416

**Availability:** Second year compulsory course for BSc Environmental Policy with Economics and BSc Environmental Policy. Optional for BA Geography and BSc Geography with Economics. Available for students on other degrees and General Course students with permission of course teacher.

**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 MT, LT. 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*, Third Edition, 2005; B Field, *Environmental Economics - An Introduction*, Third Edition, 2001; 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*, Second Edition, 2003; 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 2005/06 session.

**Teachers responsible:** Dr M Low, S512. Other teachers involved, Dr S Gibbons, S509, Professor Y Rydin, S413 and Dr Beacon Mbiba, S507

**Availability:** BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography 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) 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: 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 25 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.

**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.

**Assessment:** A two-hour unseen examination 50%, coursework 45%, oral presentation of research project proposal 5%.

## GY300

## Theories of Regional Development and Change

This information is for the 2005/06 session.

**Teacher responsible:** Professor Michael Storper S408. Other teacher involved, Dr Jung Won Sonn

**Availability:** Optional course for BSc Economics, BA Geography, BSc Environmental Policy, BSc Geography with Economics and BSc Management.

**Core syllabus:** Analysis of territorial patterns of economic development in Europe, the US and other developed economies.

**Content:** The course aims to give students the basic toolkit needed to think about such issues as: why industries locate where they do; why there are tendencies toward geographical concentration and dispersion of economic activity; the reasons why economic activity concentrates in cities and metropolitan areas; why it leaves those areas; how existing trends toward globalization are affecting these processes. In addition, the course typically covers a range of policy-relevant topics relating to the economic performance of regions and countries in Europe, including: education, innovation, unemployment, migration and workforce ageing.

**Teaching:** Lectures weekly. Classes fortnightly.

**Written work:** Students will be expected to produce class essays during the year and will also be expected to give class presentations.

**Reading list:** H Armstrong & P Taylor, *Regional Economics and Policy*, 2000; P Dicken, *Reshaping the Global Economic Map in the 21st Century*, 2003; G Clark, M Gertler, M P Feldman, eds *The Oxford Handbook of Economic Geography*, 2000.

**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 2005/06 session.

**Teachers responsible:** To be announced. Other teacher involved, Professor S Corbridge, S407

**Availability:** Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography, BSc Geography with Economics and BSc International Relations.

**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, 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 2005/06 session.

**Teachers responsible:** Dr M Low, S512. Other teachers involved, Dr T Rayner, S508, and Dr Beacon Mbiba

**Availability:** BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography 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 MLT/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 Fainstein,



*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 2005/06 session.**

**Teachers responsible:** Dr Diane Perrons, B505. Other teacher involved, Dr Sharad Chari

**Availability:** Optional third year course for BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

**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 **Environment, 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* - Introduction to gender studies from the vantage point of the development enterprise and from postcolonial contexts; critiques of 'Second Wave' feminism; Fertility and reproduction; Households and families; Gender and development policy; Global production and 'feminisation'; sex/work, prostitution and HIV/AIDS; masculinities, street gangs and urban violence; sexuality and heteronormative feminism; Islam and subaltern critiques of liberal feminism.

**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, 2004.

**LT:** Naila Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso Books, 1994; 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; 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; Mark Gevisser & Edwin Cameron (Eds), *Defiant desire*, Routledge, 1995; Saba Mahmood, *Politics of Piety: The Islamic Revival and the Feminist Subject*, Princeton 2004.

**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 2005/06 session.**

**Teacher responsible:** Professor I Gordon, S505a

**Availability:** Compulsory for BSc Geography with Economics. Optional for BA Geography, BSc Environmental Policy and BSc Environmental Policy with Economics.

**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 2005/06 session.**

**Teacher responsible:** Professor D K C Jones, S417

**Availability:** BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics. Also available to General Course students.

**Core syllabus:** Environmental risk is an extremely broad field covering the likelihood of harm/loss to humans and the things humans value, 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 hazard, vulnerability, risk and disaster. The Hazard and Risk Archipelagoes;
2. Natural hazards ;analysis of costs and impacts. Significance of natural 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, hazard perception;
4. Prediction, 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, qualitative and quantitative approaches;
13. Probabilities and logic diagrams

**Teaching:** Two lectures per week MT, LT; 10 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*, 2004; B Wisner et al, *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 2004; D Alexander, *Confronting Catastrophe*, 2000; 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 2005/06 session.**

**Teachers responsible:** Dr T Rayner, S509. Other teachers involved,

Professor J Rees, Dr M Mason, S510

**Availability:** Compulsory third year course for BSc Environmental Policy, BSc Environmental Policy with Economics. Optional for BA Geography and BSc Geography with Economics.

**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 the Environment as a Policy Issue; Idioms of analysis; Institutional Structures, Actors and Networks; Agenda setting and the Role of Ideas; The Environmental Movement; Lay and expert knowledge; Decision Making: Structures and Processes; Policy Instruments and the Policy Mix; Regulatory Styles, Implementation and Enforcement; 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; 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 2005/06 session.**

**Teacher responsible:** Dr Andy Gouldson, S414

**Availability:** Compulsory third year course for BSc Environmental Policy and BSc Environmental Policy with Economics. Optional for BA Geography and BSc Geography with Economics.

**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. Business and the Environment: Techniques for Technology Assessment. 6. Business and the Environment: Techniques for Process Management. 7. Business and the Environment: Techniques for Product Management.

**Teaching:** The course will consist of a weekly lecture accompanied by a weekly seminar. There will also be at least one industrial visit as part of the course.

**Written work:** Three non-assessed class essays of 1,500 words and one assessed essay of 2,500 words.

**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).

**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 2005/06 session.**

**Teachers responsible:** Dr Steve Gibbons, S511 and Dr Henry Overman, S506b

**Availability:** Optional third year course for BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

**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:** T Ormsby et al, *Getting to know ArcGIS desktop: basics of*

*ArcView, ArcEditor and ArcInfo*, ESRI Press (2001); D Kidner, G Higgs & S White, *Socioeconomic Applications of Geographic Information Science*, Taylor Francis (2003); A S Fotheringham, C Brunsdon & M Charlton, *Quantitative Geography, Perspectives on Spatial Data Analysis*, Sage Publications (2000).

**Assessment:** a) Formal two-hour examination (40%) in ST; b) GIS project of 2,500 words (25%) in MT; c) GIS project, including literature review, of 3,500 words (35%) in LT.

## GY350

**Independent Research Project**

**This information is for the 2005/06 session.**

**Teachers responsible:** Third year tutors

**Availability:** For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

**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 with personal tutors 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 at the end of the LT.

## HY101

**The European Civil War 1890-1990**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr R Boyce, E506

**Availability:** Optional for BA History, BSc Government and History and BSc International Relations and History. 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 re-shaping of Western Europe in the 1940s and 1950s, and the political project that informed moves towards European integration. This is followed by examination of the upsurge of student activism in 1968 in Eastern and Western Europe, the rise and fall of Eurocommunism, the recovery of democracy in southern Europe, and the breakdown of the Soviet-dominated Eastern bloc.

**Teaching:** 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 2005/06 session.

**Teacher responsible:** Dr Antony Best, E408

**Availability:** Optional for BA History, BSc Government and History, BSc International Relations and History 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 Keylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991).

**Assessment:** Three-hour written examination in the ST.

### HY114

#### War and Society from the Renaissance to the Napoleonic Era, c.1500-1815

This information is for the 2005/06 session.

**Teachers responsible:** Dr J-P Rubies, E500

**Availability:** Optional for BA History, BSc Government and History, BSc International Relations and History 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.

### HY116

#### International History since 1890

This information is for the 2005/06 session.

**Teacher responsible:** Professor M Knox, E410

**Availability:** Compulsory for BSc International Relations and BSc International Relations and History. Optional for BA History, BSc Government and History, 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 patterns of international disorder in the post-Cold War era.

**Teaching:** 20 weekly lectures (HY116, MT, LT) 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 Keylor, *The Twentieth Century World: an International History*; C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; P M H Bell, *The Origins of the Second World War in Europe*; Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*; J P Dunbabin, *International Relations since 1945* (2 vols).

**Assessment:** A three-hour written examination in the ST.

### HY117

#### Rule Britannia: Britain and Empire from 1780 to the Present Day

This information is for the 2005/06 session.

**Teacher responsible:** Dr Joanna Lewis, E489

**Availability:** BA History, BA International Relations and History, BA Government and History and General Course students.

**Core syllabus:** An introduction to the history of the British empire that focuses on the metropolitan experience of building, running and then losing an empire. It covers the period from the loss of the American colonies to the present day. Within the context of Britain's wider political, social and cultural history, the course will examine the following: the extension of empire during the Victorian era; the impact of empire at home, the maintenance of empire overseas; managing the decline of empire; and the post colonial legacy in Britain.

**Content:** The course begins with setting out the British empire from 1780 and the debates about empire and British identity. It then moves to looking at the growing involvement of Britain in India following the loss of the American colonies. Then it examines the phenomenon of the growing rates of migration overseas, and the missionary movement in Britain. Then the history of the construction of race is considered during the Victorian era. The behaviour and composition of the Indian Raj is then examined followed by the role of British 'gentlemanly' capitalists in the scramble for Africa. The so-called phase of popular imperialism is assessed followed by the rise and fall 'Greater Britain' and the dominions. The impact of the Boer War in Britain is examined and the growing anti-imperialism at home. Two lectures look at gender and empire-builders: men, sex and the imperial impulse; followed by the contribution of women to the colonial project. Imperial armies and the First World War are considered followed by changing attitudes to empire and the running of empire during the Second World War. How Britain dealt with the challenges from India and its loss is considered followed by the politics of decolonisation in Africa. Finally the impact of empire is explored through the history of immigration and race in the post-colonial period.

**Teaching:** There will be 20 lectures and 20 classes plus two revision sessions.

**Written work:** Students will be required to write four essays and to make a number of presentations throughout the year.

**Reading list:** A full reading list will be provided at the start of the course. Useful introductory works include: C A Bayly, *Imperial Meridian: the British Empire and the World, 1780-1830* (1989); R Hyam, *Britain's Imperial Century* (3rd edn, 2002); L J Butler, *Britain and Empire: Adjusting to a post-imperial world* (2002); Linda Colley, *Britons: forging the nation 1707-1837* (1992); Paul B Rich, *Race and Empire in British Politics* (1986); Catherine Hall, *Civilising Subjects: metropole and colony in the English imagination, 1830-1867* (2002); Andrew Porter, *Religion versus Empire* (2004); Andrew S Thompson, *Imperial Britain: the Empire in British politics c.1880-1932* (2000); John Mackenzie (Ed), *Imperialism and popular culture* (1986) Stuart Ward (Ed), *British culture and the end of empire* (2001); M L Pratt, *Imperial Eyes: Travel writing and Transculturation* (1992) Jonathan F Vance, *Death so noble: memory, meaning and the First World War* (1997); *Oxford History of the British Empire*, Vols II-V.

**Assessment:** Three-hour written examination in the ST.

### HY203

#### The Arab-Israeli Conflict: Nationalism, Territory, Religion This information is for the 2005/06 session.

**Teacher responsible:** Dr K E Schulze, E600

**Availability:** Primarily for 2nd year BA History, BSc International Relations, BSc International Relations and History, BSc International Relations 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 2005/06 session.

**Teacher responsible:** Dr Steven Casey, E601

**Availability:** This course is intended primarily for second-year BA History and BSc Government and History students. Optional for BSc International Relations. BSc International Relations and History, General Course and outside option students may also take it so long as they are not taking IR308.

**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 2005/06 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.

**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 2005/06 session.

**Teacher responsible:** Professor P Preston, J314

**Availability:** Primarily for 2nd year BA History, BSc International Relations, 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 2005/06 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 Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th Century Russia*; P Dukes, *The Making of Russian Absolutism, 1613-1801*; D Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

**Assessment:** Three-hour written examination in the ST.

## HY222

### France in International Affairs, 1940-1981: European, Colonial and East-West Conflict

This information is for the 2005/06 session.

**Teacher responsible:** Dr R Boyce, E506

**Availability:** Primarily for 2nd year BA History, BSc International Relations, 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 Anderegg, *France's Relationship with Sub-Saharan Africa* (1994).

**Assessment:** Three-hour written examination in the ST.

## HY226

### The Great War 1914-1918

This information is for the 2005/06 session.

**Teacher responsible:** Professor D Stevenson, E604

**Availability:** Primarily for 2nd year BA History, BSc International Relations, 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 2005/06 session.

**Teacher responsible:** Dr J-P Rubies, E500

**Availability:** Primarily for 2nd year BA History, BSc International Relations, 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 2005/06 session.

**Teacher responsible:** Dr Anita J Prazmowska, E494

**Availability:** Primarily for 2nd year BA History, BSc International Relations, 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 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 Fejtó, *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 2005/06 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 2005/06 session.

**Teacher responsible:** Professor M J Rodríguez-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 2005/06 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.

### HY237

#### Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Alan 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.

**Pre-requisites:** A knowledge of twentieth century international history would be helpful.

**Core syllabus:** The aim of the course is to study the western intellectual/political response to the challenges posed by communists, fascists and nazis. It deals with sympathisers of totalitarian regimes as well as their critics. It also examines how ideas are spread and the role of intellectuals.

**Content:** The period studied extends from the late nineteenth century to the present day. The area covered is primarily Europe and the United States. The views and careers of a number of intellectuals are used to highlight certain political themes. Introductory topics will include: the role and responsibility of the "intellectual"; the various means of diffusing ideas; the concept of the "West"; and the concept of "totalitarianism". Themes include: Marxism and revisionism before 1917; political racism in Europe and the United States before 1933; the intellectual origins of fascism before 1922 and its intellectual appeal afterwards; anti-semitism as a political force in Europe and the USA; fellow-travellers of right and left; pacifism and isolationism between the wars; the failure of marxism as a political cause in Britain and the USA before and after 1945; the post-war French debate over communism; the perspective of the Italian communists; the rise and fall of Eurocommunism; Titoism and the Yugoslav model; the German problem as one of post-war national identity; red scares and McCarthyism in the USA; Hollywood and the Cold War; the New Left and the rediscovery of Marxism in Europe; the cultural New Left and the crisis of American liberalism; the American New Right and the rise of neo-conservatism; the intellectual background to US foreign policy debates; anti-Americanism in Europe and elsewhere; the persistence of liberal and social democracy. Intellectuals covered include

(in no particular order): Bernstein, Blum, Sartre, Aaron, Camus, Gramsci, Togliatti, d'Annunzio, Marinetti, Heidegger, Spengler, Schmitt, Maurras, Brasillach, Barbusse, Yeats, Pound, Wyndham Lewis, H G Wells, Bernard Shaw, J M Keynes, E H Carr, Habermas, Grass, Enzensberger, Marcuse, Hook, Howe, Kennan, Beard, Kahn, Kissinger, Podhoretz, Rostow, Schlesinger Jr, Orwell, Koestler, Furet, Lasch, Kristol, Vidal, Chomsky, Fukuyama and others.

**Teaching:** 20 lectures and 22 classes.

**Written work:** Students will be expected to write four essays and to present a number of brief class papers.

**Reading list:** A full reading list will be distributed at the beginning of the course. Useful introductory works include: Jeremy Jennings & Anthony Kemp-Welch (Eds), *Intellectuals in Politics. From the Dreyfus Affair to Salman Rushdie* (1998); Donald Sassoon, *One Hundred Years of Socialism. The West European Left in the Twentieth Century* (1996); Alistair Hamilton, *The Appeal of Fascism, 1919-1945* (1971); Tony Judt, *Past Imperfect. French Intellectuals, 1946-1956* (1992); Ian-Werner Müller, *Another Country. German Intellectuals, Unification and National Identity* (2000); H W Brands, *What America Owes the World. The Struggle for the Soul of Foreign Policy* (1998); Richard H Pells, *Radical Visions and American Dreams. Culture and Social Thought in the Depression Years* (1998); Richard H Pells, *The Liberal Mind in a Conservative Age. American Intellectuals in the 1940s and 1950s* (1989); Paul Berman, *A Tale of Two Utopias: the Political Journey of the Generation of 1968* (1996); David H. Bennett, *The Party of Fear. From Nativist Movements to the New Right in American History* (1990); John Carey, *The Intellectuals and the Masses. Pride and Prejudice among the Literary Intelligentsia, 1880-1939* (1992); Giles Scott-Smith & Hans Krabbendam (Eds), *The Cultural Cold War in Western Europe, 1945-1960* (2003); Hilton Kramer, *The Twilight of the Intellectuals. Culture and Politics in the Era of the Cold War* (2000); Mark Lilla, *The Reckless Mind. Intellectuals in Politics* (2001); Leszek Kolokowski, *Main Currents of Marxism, 3 Vols, 1978*; Richard Thurlow, *Fascism in Britain. From Oswald Mosley's Blackshirts to the National Front* (1998); Joshua Muravchik, *Heaven on Earth. The Rise and Fall of Socialism* (2002); François Furet, *The Passing of an Illusion. The Idea of Communism in the Twentieth Century* (1999); Enzo Traverso, *The Marxists and the Jewish Question. The History of a Debate, 1843-1943* (1994); E J Hobsbawm, *Revolutionaries* (1977 and other editions).

**Assessment:** A three-hour written examination in the ST.

### HY300

#### Essay Option

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr K Spohr Readman, E507

**Availability:** For BSc Government and History, BA History and BSc International Relations and History.

**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 include the examination of primary sources, printed or in manuscript form.

**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 23 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, 2 May 2006. 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 2005/06 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor M Knox, E410

**Availability:** Primarily for 3rd year BA History, BSc International Relations, 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:** 20 weekly lectures (HY304, MT, LT) and 21 classes (HY304, A, MT, LT, ST), all conducted by Professor Knox.

**Written work:** Students will be expected to submit two 2,000-word essays each term in MT and LT from topics selected from the course examinations for the previous two sessions (available in the departmental public folders). Essays do not form part of the final course Assessment. But they are a required component of the course, and students must complete them in order to be admitted to the course examination.

**Reading list:** A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and can also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, vols 2-4 (Exeter, 1983-1998); A Hitler, *Mein Kampf* (New York, London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 4th edn, 2000); K Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973).

**Assessment:** A three-hour written examination in the ST.

### HY311

#### Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)

**This information is for the 2005/06 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 permits.

**Core syllabus:** Based on a variety of primary sources, this course will explore the US experience during the Korean and Vietnam Wars.

**Content:** The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-52; Eisenhower and the end of Korean War; the origins of the Vietnam War: Eisenhower and Diem; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73.

**Teaching:** 22 two-hour seminars. Students are expected to keep up with the readings (documents and secondary literature) for the weekly meetings, and to participate in seminar discussions.

**Written work:** Students will be required to write three essays and two gobbet exercises during the year.

**Reading list:** A detailed course outline and reading list, as well as handouts and a document pack, will be available at the start of the course. The following works are recommended as essential reading: W Stueck, *Rethinking the Korean War* (2002); B I Kaufman, *The Korean War: Challenges in Crisis, Credibility, and Command* (1986 or later edition); R Foot, *The Wrong War. American Policy and Dimensions of the Korean Conflict, 1950-53* (1985); G Herring, *America's Longest War* (1989 or later edition); D Anderson, *Shadow on the White House: Presidents and the Vietnam War, 1954-75* (1993); M Gilbert, *Why the North Won the Vietnam War* (2002).

**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 2005/06 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

**The International History of East Asia, 1914-1945**

**This information is for the 2005/06 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 Calvo-coressi, G Wint & J Pritchard, *Total War*; W Cohen (Ed), *Pacific Passage*; B Cumings, *Korea's Place in the Sun*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; 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 2005/06 session.**

**Teachers responsible:** Dr T Hochstrasser, E407 and others

**Availability:** Compulsory for BA History. Optional for BSc International Relations and 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 2005/06

**The European Enlightenment, c.1680-1830**

**This information is for the 2005/06 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 2005/06 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 2005/06 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor Janet Hartley, E405

**Availability:** Primarily for 2nd and 3rd year BA History and BSc International Relations 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 2005/06 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 2005/06 session.

**Teachers responsible:** Dr Sarah Ashwin, H709 and Mr Stephen Dunn, H711

**Availability:** Compulsory for 1st year BSc Industrial Relations and Human Resource Management and BSc Human Resource Management and Employment Relations.

**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 (MT, LT).

**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 2005/06 session.

**Teacher responsible:** Dr Mary Logan

**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance.

**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, ethics and cross cultural management.

**Teaching:** Lectures: weekly Dr Ginka Toegel and Dr Mary Logan.

Classes: weekly, starting in week two MT.

**Written work:** 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.

### ID203 Half Unit

#### Economics of the Labour Market: Economic Analysis of Unions

This information is for the 2005/06 session.

**Teacher responsible:** Professor David Metcalf, H707

**Availability:** Available to students on BSc Human Resource 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 2005/06 session.

**Teacher responsible:** Professor David Metcalf, H707

**Availability:** Optional for BSc Human Resource 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 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: 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 2005/06 session.

**Teacher responsible:** Ms Sue Fernie, H804

**Availability:** This course is compulsory for the BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management. It is optional for BSc Accounting and Finance and BSc Management and also students from other departments may be admitted at the discretion of the Department Tutor.

**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 make occasional presentations throughout the year. It is essential that students come to classes prepared and participate fully.

**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. A

reading pack containing the core material is available for purchase (cost approximately £15).

**Assessment:** One three-hour unseen examination paper in the summer.

### ID300

#### Selected Topics in Employment Relations

This information is for the 2005/06 session.

**Teacher responsible:** Ms Sue Fernie, H804

**Availability:** This course is compulsory for the BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management. In exceptional circumstances, students from other departments may be admitted at the discretion of the Department Tutor.

**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 employment relations and human resource management, through study or experience.

**Core syllabus:** The aim of this course is to explore in depth some central problems and issues of Employment Relations and Human Resource Management.

**Content:** The selection of topics changes from year to year, depending on current research interests of faculty and topical 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 Employment 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 do their own research and come fully prepared to classes. 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.

### ID301 Not available in 2005/06

#### Leadership in Organisations: Theory and Practice

This information is for the 2005/06 session.

**Teacher responsible:** Dr Ginka Toegel, H801

**Availability:** BSc Human Resource Management and Employment Relations.

**Core syllabus:** This course is designed to provide students with the knowledge, skills, and analytical capabilities needed to exercise leadership in modern organisations. It explores the nature of leadership, the different facets of leadership, and the issue of leadership development. The emphasis will be on application of theory, comparing and contrasting ideas, and self-reflection.

**Content:** Leadership and management. Trait, behavioural, and contingency theories of leadership. Individual and gender differences in leadership. The dynamic between leaders and their followers. Team leadership. Leadership career and leadership development. Leadership and language. The future of leadership.

**Teaching:** There will be 10 x one-hour lectures and 10 x one-hour seminars for the undergraduate students in LT starting in week 2. There will be also a three-hour workshop in LT for all students. The teaching includes lectures and seminars. Students are expected to actively contribute to the case analyses, small group discussions, and self-assessment exercises.

**Written work:** A personal leadership style profile paper, in which students analyze their results from the different self assessment tools applied throughout the course (1,800 words). The assignment will emphasize the appropriate use of concepts, and the integration of information from across theories. The paper will be due at the end of the term. The objectives and specifics of this assignment will be discussed in class.

**Reading list:** A full reading list will be provided at the beginning of the year. Key texts are: B M Bass, *Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications* (3rd edn), New York: MacMillan, 1990; K E Clark & M B Clark, *Measures of Leadership*, Greensboro, NC: Center for Creative Leadership, 1990; R Daft, *The Leadership Experience* (3rd edn) Thomson/South-Western, 2005; G A Yukl, *Leadership in Organizations* (5th edn), Englewood Cliffs, NJ: Prentice Hall, 2002.

**Assessment:** Unseen two-hour examination in the ST (100%).

### ID399

#### Employment Relations Project

This information is for the 2005/06 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:** The subject of the project is determined in each particular case by the supervisor and the student. Appropriate research methods training will be provided.

**Teaching:** Individual tutorials by arrangement. Up to six seminars on research methods, the content of which will be tailored to the needs of the students involved.

**Written work:** 10,000 word project.

**Assessment:** Project to be handed in to the Department Office in H806 by 16:00 on Monday 24 April 2006.

## IR100

### The Structure of International Society

This information is for the 2005/06 session.

**Teacher responsible:** Professor M Cox, D408

**Availability:** Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy.

**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.

**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.

**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).

**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 2005/06 session.

**Teacher responsible:** Dr P Wilson, D516

**Availability:** Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy and BSc Environmental Policy with Economics.

**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 2005/06 session.

**Teacher responsible:** Dr K E Smith, D411

**Availability:** Course intended primarily for BSc International Relations and BSc Management 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.

## IR202.1

### Foreign Policy Analysis 1

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Haacke, D709

**Availability:** Course intended primarily for BSc International Relations and BSc International Relations and History.

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.

**Core syllabus:** The course analyses various theoretical 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:** Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes 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.

**Teaching:** 10 weekly Foreign Policy Analysis lectures (IR202.1) in MT, followed by 15 Contemporary Foreign Policy in Practice lectures (IR202.2) in LT. Classes: IR202.1A, 20, weekly, MT and LT (starting in week three MT), including two revision classes.

**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.

**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; 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; C Brown, *Understanding International Relations*, Palgrave, 1997, pp 67-84.

A full list of references will be provided at the start of the course.

**Assessment:** A formal three-hour examination in the ST.

## IR202.2

### Contemporary Foreign Policy in Practice

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Haacke, D709

**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 (IR202.1). It is only available as credit for General Course students as part of IR202.1 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:** J Ikenberry (Ed), *American Unrivaled: the Future of the Balance of Power* (Ithaca, NY: Cornell UP 2002); N Ferguson, *Colossus: the Price of American Empire* (New York: Penguin 2004); C Kegley & E Wittkopf, *American Foreign Policy: Patterns and Process* (Basingstoke: Macmillan 1996).

(b) **The United Kingdom:** M Curtis, *The Ambiguities of Power: British Foreign Policy Since 1945* (London: Zed Press, 1995); J Dumbrell, *A Special Relationship: Anglo-American relations in the Cold War and after*, Palgrave, 2001.

(c) **The Soviet Union/Russia:** R Donaldson & J Nogee, *The Foreign Policy of Russia: Changing Systems, Enduring Interests* (London: M E Sharpe, 1998); F Fleron, *et al* (Eds), *Classic Issues in Soviet Foreign Policy: From Lenin to Brezhnev* (New York, Aldine de Gruyter, 1991); F Fleron, *et al* (Eds), *Contemporary Issues in Soviet Foreign Policy: From Brezhnev to Gorbachev* (New York, Aldine de Gruyter, 1991).

(d) **France:** P Gordon & S Meunier, *The French Challenge: Adapting to Globalization* (2001); S Gregory, *French Defence Policy into the Twenty-First Century* (2001).

(e) **China:** T W Robinson & D Shambaugh (Eds), *Chinese Foreign Policy: Theory and Practice* (Oxford: Clarendon Press, 1994); S Zhao (Ed), *Chinese Foreign Policy: Pragmatism and Strategic Behavior* (Armonk, NY, M E Sharpe, 2003).

(f) **India:** B R Nayar, *India in the World Order: Search for Major Power Status* (Cambridge University Press 2003).

(g) **Japan:** G Hook, *et al*, *Japan's International Relations: Politics, Economics and Security* (London: Routledge 2000).

## IR203

### International Organisations

This information is for the 2005/06 session.

**Teacher responsible:** Dr S Economides, J202

**Availability:** Where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law). Compulsory for BSc International Relations. Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and History and BSc Management.

**Pre requisites:** Students should have 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.

**Teaching:** Lecture series (IR203). Classes (IR203.A). There will be 20 lectures, throughout the MT and LT, 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 Not available in 2005/06

### The Ethics of War

This information is for the 2005/06 session.

**Teacher responsible:** Dr K Dalacoura, D412

**Availability:** Course intended primarily for BSc International Relations and BSc International Relations and History 3rd year.

**Pre-requisites:** Background in international relations, political science or philosophy is a pre-requisite.

**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 *jus ad bellum* and *jus 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, MT, LT. Classes: IR302.A, weekly for 16 weeks, including two 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 examination, three hours, four questions chosen from 12.

## IR303 Not available in 2005/06

### Regional Integration in Western Europe

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** BSc International Relations, BSc International Relations and History and BSc Management.

**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 2005/06 session.

**Teacher responsible:** Dr D Josselin, D515

**Availability:** Course intended primarily for BSc International Relations, BSc International Relations and History and BSc Management. Students from other degree programmes will be admitted by permission of the Course Coordinator, including BSc Economic History and BSc Economics.

**Prerequisites:** Students should normally have completed EH101 or EC100.

**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*; J Ravenhill, *Global 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 2005/06 session.

**Teacher responsible:** Professor C Coker, D511

**Availability:** For BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations, BSc International Relations and History and General Course students. Also open to students from other University of London 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.

**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.

**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*.

**Assessment:** An unseen, three-hour examination in the ST (100%).

### IR306

#### Sovereignty, Rights and Justice: Issues in IPT

This information is for the 2005/06 session.

**Teacher responsible:** Professor C J Brown, D410

**Availability:** Third year Option for BSc International Relations, BSc International Relations and History, BSc Environmental Policy and BSc Environmental Policy with Economics. 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 Not available in 2005/06

#### Systemic Change in the Twentieth Century: Theories of the Cold War

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Kent, D407

**Availability:** For 3rd year BSc 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 2005/06 session.

**Teacher responsible:** Professor B Buzan, D611

**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 class 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%).

### IR310 Not available in 2005/06

#### The English School of IR Theory

This information is for the 2005/06 session.

**Teacher responsible:** Professor B Buzan, D611

**Availability:** BSc International Relations, BSc International Relations and History. Open to General Course students by permission.

**Pre-requisites:** IR100 and IR200 or equivalent.

**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 20 one-hour classes starting in week three of MT.

**Written work:** Students must write four essays of 1,500 words length and make class presentations.

**Reading list:** A full reading list will be provided at the beginning of the year. Those interested can consult the English school website: <http://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 (1977); Barry Buzan, *International Society and World Society*, Cambridge University Press (2004); Kai Alderson & 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 & Adam Watson (Eds), *The Expansion of International Society*, Oxford University Press (1984).

**Assessment:** Unseen three-hour, four question examination in the ST, 100%

### IR398

#### Dissertation

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Haacke, D709

**Availability:** Optional in year three for all BSc International Relations students.

**Core syllabus:** 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 to their tutor by the same deadline an outline of their proposed study, including a select bibliography, of no more than 500 words.

**Supervision:** 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 <http://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.

### IS143 Information Technology and Society

This information is for the 2005/06 session.

**Teachers responsible:** Dr Edgar Whitley and Dr Gus Hosein  
**Availability:** Compulsory for BSc Management Sciences. Optional for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management.

**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 2005/06 session.

**Teachers responsible:** Dr N Mitev, U401 and Dr Susan Scott, U410  
**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management and BSc Management Sciences.

**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; e-business models; strategic information infrastructures.

**Teaching:** 10 two-hour lectures in MT, 10 two-hour seminars in LT, 15 one-hour classes in the MT and LT.

**Reading list:** E Turban, E McLean & J Wetherbe, *Information Technology for Management: Transforming Organizations in the Digital Economy*, 4th edn, Wiley, 2004; 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 two-hour formal examination in the ST that counts for 60% of the final mark.

### LL101 Not available in 2005/06

#### English Legal Institutions

This information is for the 2005/06 session.

**Teacher responsible:** Dr Kate Malleson, A357

**Availability:** Available to students on any Bachelor's degree where regulations permit and to General Course students. A maximum number of 30 students may register for the course.

**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 WebCT. Lecture notes, course material and other information will also be disseminated via the course website.

**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*, Oxford University Press (2005). Additional material will be made available through the course website.

**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 2005/06 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 2005/06 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 2005/06 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:** Two non-assessed essays and other 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 class tutors.

**Assessment:** Three-hour written examination in the ST.

### LL108

#### Criminal Law

This information is for the 2005/06 session.

**Teachers responsible:** Professor N Lacey, A463, Dr M Redmayne, A327, Professor R Baldwin, Dr J Peay, A462 and Ms Arlie Loughnan

**Availability:** The course is compulsory for Intermediate LLB and LLB (French) students and BA Anthropology and Law 2nd 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); they may also find it useful to buy Andrew Ashworth, *Principles of Criminal Law* (4th edn); or M Allen, *Introduction to Criminal Law* (7th edn). 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 2005/06 session.

**Teacher responsible:** Mr D N Schiff, A153

**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 familiarize law students with the basic institutions of the legal system and the rapid changes it is experiencing.

**Content:**

1. The basic divisions of the law, substantive and procedural, criminal and civil, domestic, regional and international
2. The structure of courts and tribunals, system of appeals, and alternative dispute resolution
3. The personnel of the legal system, including judges and lawyers, magistrates and jury
4. The provision and delivery of legal services
5. The modernising agenda: streamlining civil and criminal justice
6. The management of the legal system and the management of its change

**Teaching:** Two lectures per week and one class per week MT.

**Written work:** Two essays.

**Reading list:** This is a WebCT course, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites. The main background book for the course is Kate Malleson's *The Legal System*.

**Assessment:** A two-hour essay-based written examination in the ST, in which students must answer two questions.

### LL201

#### Administrative Law

This information is for the 2005/06 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; Judicial Review; Alternative Dispute Resolution in Administrative law; 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 2005/06 session.

**Teacher responsible:** Professor Hugh Collins, A342

**Availability:** This is an optional course of LLB and LLB (French) part I 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 2005/06 session.

**Teachers responsible:** Professor P Davies, A457 and Dr E Micheler, A539  
**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 2005/06 session.

**Teachers responsible:** Mr R Simpson, A157 and Dr J Fulbrook, A368

**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 lecture a week and a fortnightly class.

**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* (3rd edn, 2005); D Howarth, *Tort Law* (2nd edn, 2005); W V H Rogers, *Winfield & Jolowicz on Tort* (16th edn, 2002); 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 2005/06 session.

**Teacher responsible:** Dr John Carrier

**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. Medical malpractice: negligence
2. Consent: informed consent; children; emergencies; incompetence; capacity

3. Resource allocation; patients' rights; human rights legislation

4. Medicines, licensing and control

5. Confidentiality

6. Research on humans and embryos

7. Regulation of reproduction: abortion, surrogacy; reproductive technologies; cloning; screening

8. Mental Health

9. Organ transplantation and donation

10. Euthanasia

11. Wrongful birth

12. Ethical theories and medical law

**Teaching:** Lectures: weekly MT, LT, ST.

Classes: weekly MT, LT, ST.

Seminars: fortnightly LT, ST.

**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 2005/06

## The Law relating to Civil Liberties In England and Wales

This information is for the 2005/06 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 2005/06 session.

**Teacher responsible:** Mrs V Prais, A363

**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Economics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance.

**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; 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; administration; 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*; B Hannigan, *Company Law*. Supplementary texts: Collins, *The Law of Contract*; Davies, Gower and Davies' *Principles of Modern Company Law*; Keay and Walton, *Insolvency Law: Corporate and Personal*. Further reading will be recommended at the start of each segment of the course.

**Assessment:** One formal three-hour examination in the ST, comprising 11 questions of which four must be answered.

## LL210

## Information Technology and the Law

This information is for the 2005/06 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:** 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:**

1. Introduction to Computer Technology and Cyberspace: Basic terminology. An introduction to Computers, Cyberspace and Internet Technology: How they developed and what role they play in modern society.
2. Digital Property: Does digital property exist? Who owns Cyberspace?
3. Regulating the Digital Environment: Who regulates Cyberspace? How do they Regulate?
4. Cyberharms: Viruses, Denial of Service Attacks and Hacking; Pornography, Child Pornography and Violent Content; Libellous materials and Spam.
5. Privacy & Surveillance: Online Privacy and Encryption; Data Protection and Data Security; Technologies to track and trace individuals.
6. Intellectual Property Rights: Copyright in computer software; Patenting software applications; Trade Marks and Domain Names.
7. The New Intellectual Property: Peer-to-Peer Systems; Free and Open Source Software; the Creative Commons; Digital Content Management Systems (DCMS).
8. E-Commerce: Electronic Contracts; Digital Signatures.
9. International Aspects: IPL and choice of law; Internet Regulation ICANN, WIPO and the registrars.
10. Future developments.

**Teaching:** Classes: LL210, weekly MT, LT, ST.

**Course website:** This course is web supported. The Course website may be assessed at: [www.itlawweb.co.uk](http://www.itlawweb.co.uk)

**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* (2nd edn, OUP, 2004); Lloyd, *Information Technology Law* (4th edn, OUP 2004); Reed & Angel, *Computer Law* (5th edn, OUP, 2003); Bainbridge, *An Introduction to Computer Law* (5th edn, Longman, 2004); Edwards, *The New Legal Framework for E-Commerce in Europe* (Hart, 2005); 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 2005/06 session.

**Teacher responsible:** Dr Eva Micheler A539

**Availability:** This course is optional for 2nd and 3rd year LLB and LLB (French) students and for BA Anthropology and Law. Students are advised, where possible, to take this course as a 3rd year rather than a 2nd year option.

**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 2005/06 session.

**Teacher responsible:** Mr David Bradley, A465

**Availability:** Available to LLB, LLF and BA Anthropology and Law students.

**Core syllabus:** The course examines the development and structure of family law and focuses on the political and institutional dimensions of legal policy. 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, including the law relating to child support; (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 2005/06

## Economic Analysis of Law

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**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 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** This course is available to BSc Management Sciences, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations and BSc Industrial Relations and Human Resource Management students.

**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 MT, LT, ST.

**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 the latest editions of Collins, Ewing & McColligan, *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 2005/06

#### The Substantive Law of The European Union

**This information is for the 2005/06 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**. Optional for BA Anthropology and Law 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 2005/06 session.**

**Teacher responsible:** Dr V Heyvaert, A328

**Availability:** This course is optional for 2nd or 3rd year LLB and LLB (French) students, BA Anthropology and Law and BSc Management.

**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. Transparency and Administrative Accountability of the EC Institutions. The Judicial Architecture of the European Union and relations between national courts and the Court of Justice. Enforcement of EC law in the Member States. Subsidiarity, Flexibility and Multilevel Governance. The Economic Constitution and Free Movement of Goods. Free Movement of Persons and EU Citizenship. 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. This course requires students actively to use WebCT.

**Reading list:** Weatherill & Beaumont, *EU Law* (4th edn); 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 Not available in 2005/06

#### Law of Evidence

**This information is for the 2005/06 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 2005/06

#### Housing Law

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr R L Nobles, A328

**Core syllabus:** This course will examine the legal framework surrounding the provision of housing.

**Content:** 1. *The History of Housing Policy*. 2. *Housing Finance*: Mortgage 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 2005/06 session.**

**Teacher responsible:** Dr M Redmayne, A158 and Dr I Stramignoni, A371

**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 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 Igor Stramignoni in English. However, a small percentage of the reading list is in French, so some ability to read French is advisable, although not necessary. LLF students only may be offered the possibility of attending one extra hour French language class weekly.

**Written work:** Students will be asked to do some written work and/or

presentations on select topics covered by the syllabus.

**Reading list:** Dr Igor Stramignoni will indicate which textbook is required at the beginning of each academic year. In addition, students will be expected to read widely from appropriate journal articles and book chapters 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 2005/06 session.**

**Teacher responsible:** Dr C Beyani, A467

**Availability:** This is an optional course for LLB and LLB (French) Parts I and II, BA Anthropology and Law, BSc International Relations 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; 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 2005/06

#### Land Development and Planning Law

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced

**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 2005/06 session.**

**Teachers responsible:** Dr Veerle Heyvaert, A328 also taught by Professor Martin Loughlin, A470

**Availability:** This course is optional for Parts I and II of LLB and LLB (French). It is optional for BA Anthropology and Law, BSc Environmental Policy, BSc Environmental Policy with Economics and BSc International Relations; 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
- Environmental protection and the common law issues of environmental liability
- Environmental protection and human rights: the Human Rights Act and its opportunities and challenges for environmental protection.
- Modern regulatory frameworks for environmental protection - IPPC and the new regime for contaminated land
- Discussion of environmental problems and legal solutions to the hazards and risks of modern farming, biotechnology, chemicals production, animal welfare, etc.
- 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* (6th edn, Blackstone Press, July 2005). 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 2005/06 session.**

**Teacher responsible:** Sivaramjani Thambisetty, A361

**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 patents, together with a more limited consideration of the law of registered and unregistered trade marks. 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* (2nd edn) (Oxford University Press 2004), 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 2005/06 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 creditors and individuals involved with troubled companies.

## Content:

1. Role & Objectives of Corporate Insolvency Procedures
2. Corporate Borrowing
3. Rescue Procedures: Informal & Formal
4. Liquidation and *Pari Passu* Distribution
5. Repercussions of Corporate Insolvency on Individuals - Directors and Employees
6. 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); *Butterworth's Company Law 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 2005/06 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 Not available in 2005/06

## Legal and Social Change since 1750

This information is for the 2005/06 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 and BSc Economic History.

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 2005/06 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:

1. Ideas for Legislation.
2. Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The House of Lords.
3. (a) Government Bills and (b) Private Members Bills.
4. Ethics: Lobbying; Conflict of Interest.
5. Draftsmanship and Parliamentary Counsel.
6. Interpretation of Statute the Role of the Courts.
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 Not available in 2005/06

## Civil Litigation - Processes and Functions

This information is for the 2005/06 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 2005/06 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* (5th edn, 2004). 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 2005/06 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 2005/06 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, BA Anthropology and Law, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and BSc International Relations and History. Also available to other students 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 the settlement of disputes.

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: Students are expected to write four essays during the year. These are organised 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* (6th edn, 2004); M Shaw, *International Law* (5th edn, 2003); Evans, *International Law Documents* (6th edn, 2003); Evers, *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 2005/06

## Law of Restitution

This information is for the 2005/06 session.

Availability: This course is optional for 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 2005/06 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* (4th edn, Cambridge University Press, 2005).

Assessment: One two-hour examination in the ST.



**LL287 Half Unit Not available in 2005/06****Social Security Law I****This information is for the 2005/06 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); Ogus, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).**Assessment:** (1) SS I: There is a two-hour paper with two questions: (a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) A *general essay* on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

**LL288 Half Unit Not available in 2005/06****Social Security Law II****This information is for the 2005/06 session.****Teacher responsible:** Dr Julian Fulbrook, A368**Availability:** This course is optional for LLB and LLB (French) - Parts I and II.**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); Ogus, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).**Assessment:** (1) SS I: There is a two-hour paper with two questions: (a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law. (b) A *general essay* on a question which will deal with one of the following topics: (i)

The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.

(2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

**LL293****Taxation****This information is for the 2005/06 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 & Nobes, *The Economics of Taxation*.**Legislation:** Buttenworths, *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 2005/06****Law, Theory and the Policy of Consumer Markets****This information is for the 2005/06 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:** 20 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); I Ramsay, *Consumer Protection: Text and Materials* (2nd edn, 2005); S Weatherill, *EC Consumer Law and Policy* (1997).**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 2005/06****Women and the Law****This information is for the 2005/06 session.****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 Szyszczak, *Equality and Sex Discrimination Law*; C Smart, *Feminism and the Power of Law*.**Assessment:** A choice of assessment either by a three-hour examination or on the basis of an essay on an approved topic, of about 12,000 words in length in conjunction with an oral examination. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the MT.**LL298 Half Unit****Essay on an approved Legal Topic****This information is for the 2005/06 session.****Notes:** The regulations for the LLB degree provide that where either a Second or Third Year student is taking the equivalent of three-and-a-half subjects she/he may make up the final half-subject by writing an essay on a legal topic approved by the Law Department.

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 by 31 October of the year in question.

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 Chair 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 that simply repeats material covered elsewhere.

The essay should be type-written and should be accompanied by a bibliography. Footnotes can 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 be 6,000-8,000 words in length (excluding footnotes and 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 not later than the first day of the ST.

**LL299****Full Unit Essay Option****This information is for the 2005/06 session.**

A Second or Third Year student may write a full unit essay on a legal topic approved by the Law Department. Any student thinking of doing the approved legal topic full unit essay should discuss the matter with his/her tutor. (It should be noted that it is not possible to submit a full unit essay, LL299 and half unit essay, LL298 in the same year.)

The essay should be type-written and should be accompanied by a bibliography. Footnotes can 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 be 12,000-15,000 words in length (excluding footnotes and bibliography).

The conditions attached to the full unit essay are broadly the same as those that currently apply to the half unit essay option, LL298. 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 by 31 October of the year in question. 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 that 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. However where a member of staff agrees to act as supervisor, students can expect to see their 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 not later than the first day of the ST.

**LL300****Competition Law****This information is for the 2005/06 session.****Teachers responsible:** Ms Imelda Maher, A472 and Mr Giorgio Monti, A362**Availability:** Available to final year LLB students. A knowledge of EC law is desirable but not essential.**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. Competition agencies - theories of principal/agent; enforcement powers and practice nationally and in the EU; theories of compliance. Market studies and investigations under the Enterprise Act 2002. Part II: Market dominance: UK Competition Act 1998; Article 82 EC. 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. Mergers: UK, EC and international mergers. Economic theory; jurisdiction; legal tests

applied.

**Teaching:** One lecture and one class each week.**Written work:** Students will be required to do one piece of written work in MT and LT.**Reading list:** M Dabbah, *Cases and Materials on EC and UK Competition Law*, Cambridge University Press, 2004; 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* (4th 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 2005/06 session.****Teacher responsible:** Mr D N Schiff, A153**Availability:** This course is compulsory for LLB and LLF Part II students and optional for BA Anthropology and Law.**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 3 (Advanced)****This information is for the 2005/06 session.****Teacher responsible:** Dr Olga Sobolev, C806**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).**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 Russian politics, economics, 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:** 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. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.**Written work:** Weekly exercises.**Reading list:** R Sakwa, *Russian Politics and Society* Routledge, 1996; R Sevice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; Russian newspapers on the web.**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).**LN101****Russian Language and Society 1 (Beginner)****This information is for the 2005/06 session.****Teacher responsible:** Dr Olga Sobolev, C806**Availability:** For all undergraduate students as an outside option (with permission of the Tutor). 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. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**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 2 (Intermediate)

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Olga Sobolev, C806

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**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 Russian language 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. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**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 Rzhovsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; Russian newspapers on the web.

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

#### LN110

##### German Language and Society 3 (Advanced)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mrs Astrid Küllmann-Lee, C616

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**Pre-requisites:** An A-level (Advanced Language) pass or foreign equivalent is required. Students do not have to be in their first year of studies.

**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 or PC classroom, IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises to include handouts for oral presentations.

**Reading list:** Students are encouraged to make full use of the German resources and reference books in the Library, as well as the resources available on the World Wide Web. Background reading: D Grosser, *Politik, Wirtschaft und Gesellschaft*; and *Tatsachen über Deutschland/Facts about Germany*, Societäts-Verlag, 1999; Siegfried Lenz, *"Arnes Nachlass"*

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 1 (Beginner)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mrs Astrid Küllmann-Lee, C616

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor). No previous knowledge of the German language is required, but students must contact the teacher responsible.

**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 in the Language Showroom or Computer classroom, using IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises. A set number of pieces are to be collated in a 'Dossier'.

**Reading list:** *Themen aktuell* (Vol 1 and 2) *Kursbuch und Arbeitsbuch*, Hueber Verlag, Ismaning, 2003 and *PASSWORT Deutsch 1 and 2*, (*combined Kursund 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 2 (Intermediate)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mrs Astrid Küllmann-Lee, C616

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**Pre-requisites:** A good pass at GCSE+ / AS Level or foreign equivalent is required. Students are requested to contact the teacher responsible to arrange an interview which is mandatory before registration for this course.

**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 in the Language Showroom or PC-classroom, using IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises, samples of which are to be compiled in a 'Dossier'.

**Reading list:** *THEMEN: Zertifikatskurs Deutsch*, Hueber Verlag Ismaning bei München, 2003 'em' *Brückenkurs*, Hauptkurs Hueber Verlag, Ismaning, 2002. *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 3 (Advanced)

**This information is for the 2005/06 session.**

**Teacher responsible:** Ms Mercedes Coca, C513

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**Pre-requisites:** An A-level (advanced language) 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:** 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; *El Norte*, Arrow Film Distributors Ltd, VHS Tape - April 29, 1996; Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998.

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

#### LN121

##### Spanish Language and Society 1: Beginner

**This information is for the 2005/06 session.**

**Teacher responsible:** Ms Lourdes Hernández-Martin, C807

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor). No previous knowledge of the language is required. Students are requested to contact the teacher responsible to arrange an interview before registration for this course.

**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 2 (Intermediate)

**This information is for the 2005/06 session.**

**Teacher responsible:** Ms Lourdes Hernández-Martin, C807

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**Pre-requisites:** A good pass at GCSE+ / AS Level or its equivalent is required. Students are requested to contact the teacher responsible before registration for this course.

**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:** USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (más clave con respuestas); Avance. Ed SGEL; Linc, Spanish Intermediate and Advanced CD Rom; Para conjuguar, CD Rom. Readings: 'Los carros vacíos' de Francisco García Pavón; '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 3 (Advanced)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**Pre-requisites:** An A-level (Advanced level) pass or foreign equivalent is required. Students do not need to be in their first year of studies.

Please contact the Teacher responsible for an interview 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 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: G Thomas, *Francothèque, A resource for French studies*, 2002; Serge Bernstein et Pierre Milza, *Histoire de la France au XX<sup>ème</sup> siècle*, (1991); Vincent Duclert, *L'affaire Dreyfus* (1994); Fadela Amara, *Ni Putes Ni Soumisses* (2004); Michel Herreria, *Qui répète l'histoire?* (2003).

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

#### LN131

##### French Language and Society 1 (Beginner)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr Christophe Millart, C803, Email: c.millart@lse.ac.uk

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor). No previous knowledge of language required. Please make sure to contact the Teacher responsible above for an interview 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:** Dossier of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of the final mark).

#### LN132

##### French Language and Society 2 (Intermediate)

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr Christophe Millart, C803, Email: c.millart@lse.ac.uk

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor). Please make sure to contact the Teacher responsible above for an interview 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, *Francotheque, A resource for French studies* (2002); M Mitchell, *Pour parler affaires, Methode de francais commercial* (2001); D Bourdais *et al*, *Essor* (2000); G Capelle & N Gidon, *Le Nouvel Espaces 2* (1995); A McLachlan, *Zenith* (2000); E Armstrong *et al*, *Au point, nouvelle edition* (2001).

**Assessment:** Dossier of language work (20% of the final mark); Oral presentation (20% of the final mark); three-hour examination (60% of the final mark).

## LN200

### Russian Language and Society 4 (Proficiency)

This information is for the 2005/06 session.

**Teacher responsible:** Dr Olga Sobolev, C806

**Availability:** For undergraduates programmes where regulations permit.

**Prerequisites:** For undergraduates who have either successfully completed the first year programme (LN100) 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 Russian politics, economics, 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:** 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. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises.

**Reading list:** R Sakwa, *Postcommunism*, Open University, 1999; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; C Kelly, *Refining Russia*, Oxford University Press, 2001; Russian newspapers on the web.

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN210

### German Language and Society 4 (Proficiency)

This information is for the 2005/06 session.

**Teacher responsible:** Mrs Astrid Küllmann-Lee, C616

**Availability:** For all undergraduate programmes where regulations permit.

**Prerequisites:** For undergraduates who have either successfully completed the first part of the advanced programme (LN110) or can show other evidence of the necessary degree of proficiency. Students do not have to be in their second year of studies.

**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 in the Language Showroom or PC classroom, using IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises.

**Reading list:** Students are encouraged to make full use of the resources of German and reference books in the library, as well as the resources

available on the World Wide Web.

**Background reading:** H Plötsch, *Die Deutsche Demokratie*; G Buchner, *Die Bundesrepublik Deutschland, Basiswissen für Staatsbürger*; R Menasse, *Erklär mir Österreich*, T Mann: "Tod in Venedig", (Fischer Tb 54), Katia Mann: "Meine ungeschriebenen Memoiren" (Fischer Tb 1770), Heinrich Mann: "Der Untertan" (Fischer Tb 10168).

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN220

### Spanish Language and Society 4 (Proficiency)

This information is for the 2005/06 session.

**Teacher responsible:** Ms Mercedes Coca, C513

**Availability:** For undergraduates where regulations permit.

**Pre-requisites:** For undergraduates who have either successfully completed the advanced course (LN120) or can show other evidence of the necessary degree of proficiency. Students do not have to be in their second year of studies.

**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:** 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 Teræ, 1992; TVE, "Crónicas de la Transición Española" 1992; V Prego, "Crónicas de la Transición Española" 1992; Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998.

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN230

### French Language and Society 4 (Proficiency)

This information is for the 2005/06 session.

**Teacher responsible:** Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

**Availability:** For all undergraduate degrees where regulations permit.

**Pre-requisites:** For undergraduates who have either successfully completed the first part of the advanced programme (LN130) or can show other evidence of the necessary degree of proficiency. Students do not have to be in their second year of studies.

Please contact the teacher responsible for an interview 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*; Jean-Marie Harihbey, *La démence senile du capital, Fragments d'économie critique* (2004); Jean-Pierre Warnier, *La mondialisation de la culture* (1999); Laurent Wirth, *L'exception française 19e -20e siècles* (2000); Michel Herreria, *Qui répète l'histoire?* (2003).

**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 2005/06 session.

**Teacher responsible:** Dr Angus Wrenn, C614

**Availability:** For all undergraduate students as an outside option (with permission of the Tutor).

**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 5 (Mastery)

This information is for the 2005/06 session.

**Teacher responsible:** Dr Olga Sobolev, C806

**Availability:** For all undergraduate courses where regulations permit.

**Pre requisites:** 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. Students do not have to be in the final year of studies.

**Core syllabus:** Further advanced study in: (a) Speaking; (b) Writing; (c) Reading; (d) Listening, within the framework of Russian 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. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises.

**Reading list:** R Taylor, N Wood, J Graffy & D Jordanova (Eds), *The BFI Companion to Eastern European and Russian Cinema*, BFI Publishing, 2000; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; C Kelly, *Refining Russia*, Oxford University Press, 2001; M Balina, N Condee & E Dobrenko (Eds), *Endquote*, Northwestern University Press, 2002.

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN310

### German Language and Society 5 (Mastery)

This information is for the 2005/06 session.

**Teacher responsible:** Mrs Astrid Küllmann-Lee, C616

**Availability:** For all undergraduate courses where regulations permit.

**Pre requisites:** For undergraduates who have either successfully completed the programme (LN210) or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence. Students do not need to be in their final year of studies.

**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 in the Language Showroom (or PC classroom), using IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Classes will be fixed in such a way that clashes with the core courses are avoided. Please contact the teacher responsible if you would like to follow this language course.

**Written work:** Weekly exercises.

**Reading list:** Students are encouraged to make full use of the resources of German and reference books in the library, as well as the resources available on the World Wide Web. Background Reading: "Kulturelles

*Leben in der Bundesrepublik Deutschland*", Bonn, 1992; C Fohrbek, *Private Kulturförderung in der Bundesrepublik*, Bonn, 1989. Herrmann Glaser: *Kulturgeschichte Deutschlands im 20. Jahrhundert*, Beck, München, 2002; T.Mann: "Tod in Venedig", (Fischer Tb 54), Katia Mann: "Meine ungeschriebenen Memoiren" (Fischer Tb 1750), Heinrich Mann: "Der Untertan" (Fischer Tb 10168).

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN320

### Spanish Language and Society 5 (Mastery)

This information is for the 2005/06 session.

**Teacher responsible:** Mr Rafael Peñas Cruz, C801

**Availability:** For undergraduates where regulations permit.

**Pre requisites:** For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence. Students do not need to be in their final year of studies.

**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:** The following works are core texts: Gabriel Garcia Marquez, *Cien Años de Soledad*; Carmen Laforet, *Nada*; Tomas Eloy Martinez, *Santa Evita*, Luis CERNUDA, "La realidad y el deseo", Fondo Cultura Económica, Madrid, 1982; Poesia; Jaime Gil DE BIEDMA; *Antología poética* (2001); Alianza Editorial, SA; Fuguet, Alberto; Sergio Gomez (Eds), *Presentación del país McOndo*, En McOndo, Barcelona: Grijalbo, 1996; DVD Amores Perros (2000) Filmax; Ay Carmela! [1990] Arrow Film Distributors Ltd. VHS Tape - March 4, 1996

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## LN330

### French Language and Society 5 (Mastery)

This information is for the 2005/06 session.

**Teacher responsible:** Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

**Availability:** For all undergraduate degrees where regulations permit.

**Pre requisites:** For undergraduates who have either successfully completed the programme (LN230) or can show other evidence of the necessary degree of proficiency. Students do not need to be in their final year of studies.

Please contact the teacher responsible for an interview 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); Michel Herreria, *Qui répète l'histoire?* (2003).

**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Extended essay (20%).

## MA100

### Mathematical Methods

This information is for the 2005/06 session.

**Teacher responsible:** Dr M Harvey, B415 and Professor M Anthony, B409

**Availability:** This course is available to students on the following programmes: BSc Actuarial Science, BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical



Economics, BSc Economics, MSc Economics (Two Year Programme), BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics and BSc Mathematics and Economics.

**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](http://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 2005/06 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](http://www.maths.lse.ac.uk/Courses/ma103.html)

**Teaching:** 40 lectures (MA103) and 20 classes (MA103.A) (for BSc Mathematics and Economics students: MA103.B) in MT and LT. Revision lectures in ST.

**Written work:** Weekly exercises are set and marked.

**Reading list:** Students are expected to have one of the recommended textbooks: N L Biggs, *Discrete Mathematics* (2nd edn) or P J Eccles, *An Introduction to Mathematical Reasoning*. Further background reading can be found in R Allenby, *Numbers and Proofs*; M Liebeck, *A Concise Introduction to Pure Mathematics*; V Bryant, *Yet Another Introduction to Analysis*; R Bartle & D Sherbert, *Introduction to Real Analysis* and H Anton, *Elementary Linear Algebra*.

**Assessment:** A three-hour formal examination in the ST.

### MA106 Half Unit

#### Introductory Quantitative Methods (Maths)

This information is for the 2005/06 session.

**Teacher responsible:** Professor Steve Alpern, B407

**Availability:** Available on BSc Accounting and Finance.

**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 2005/06 session.

**Teacher responsible:** Professor S Alpern, B407 and Dr M Luczak, B411

**Availability:** This course is available to students on the following programmes: BSc Accounting and Finance, MSc Economics (Two Year Programme), BSc Environmental Policy, BSc Government and Economics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.

**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 2005/06 session.

**Teacher responsible:** Professor Steve Alpern, B407 and Dr James Ward, B415

**Availability:** This course is for BSc Government and Economics. 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*; M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996.

**Assessment:** Three-hour written examination in the ST.

### MA200 Half Unit

#### Further Mathematical Methods (Calculus)

This information is for the 2005/06 session.

**Teacher responsible:** Dr A Ostaszewski, B406

**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 (Two Year Programme), BSc Economics, MSc Economics (Two Year Programme) 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](http://www.maths.lse.ac.uk/Courses/ma200.html)

**Teaching:** 20 lectures (MA200) MT accompanied by weekly classes (MA200.A) MT. Revision lectures in ST.

**Written work:** Written answers to set problems will be expected on a 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 2005/06 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 (Two Year Programme), BSc Economics, MSc Economics (Two Year Programme) 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 the connection between formal methods and geometrical insight. It develops methods including the representation of linear transformations by matrices, spectral analysis, and canonical forms. The course is divided into three parts. In the first part, 'Vector Spaces and Linear Transformations', we will cover fields and vector spaces, dimension, linear transformations, kernel and image, real inner products, orthogonal matrices, and complex inner products. In the second part, 'Spectral Theory', we will cover the characteristic polynomial, diagonalization and Jordan normal form, special complex matrices, an application to population dynamics, differential equations, and Gersgorin disks. In the third part, 'Projections', we will cover direct sums, orthogonal projections, least square approximations, Fourier series, right and left inverses, and generalized inverses.

For further information see [www.maths.lse.ac.uk/Courses/ma201.html](http://www.maths.lse.ac.uk/Courses/ma201.html)

**Teaching:** 20 lectures (MA201) LT accompanied by weekly MA201 A classes (MA201.B for BSc Mathematics and Economic students). Revision lectures will be held in the ST.

**Written work:** Written answers to set problems will be expected on a weekly basis.

**Reading list:** A Ostaszewski, *Advanced Mathematical Methods* and H Anton & C Rosser, *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 2005/06 session.

**Teacher responsible:** Professor M Anthony, B409

**Availability:** The course is compulsory for BSc Mathematics and Economics. It is optional for BSc Accounting and Finance and BSc Business Mathematics and Statistics students, 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  $\mathbb{R}^n$ , limits, continuity and derivatives of functions mapping between  $\mathbb{R}^m$  and  $\mathbb{R}^n$ , uniform convergence of continuous functions, closed and open sets, and compactness. These topics are set in a more general context by introducing metric spaces. For further 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 2005/06 session.

**Teacher responsible:** Dr M Harvey, B415

**Availability:** This course is intended primarily for students of BSc Management, BSc Management Sciences and BSc 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 2005/06 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 rigor 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](http://www.maths.lse.ac.uk/Courses/ma208.html)

**Teaching:** 20 lectures (MA208) and 10 classes (MA208.A) in the LT. Revision lectures will be arranged in the ST.

**Written work:** Written answers to set problems will be expected on a 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 2005/06 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](http://www.maths.lse.ac.uk/Courses/ma209.html)

**Teaching:** 20 lectures (MA209) and 10 classes (MA209.A) in the LT. Revision lectures will be arranged in the ST.

**Written work:** Written answers to set problems will be expected on a 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 2005/06 session.**

**Teacher responsible:** Dr B von Stengel, B408

**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Mathematics and Economics.

**Pre-requisites:** Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). 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](http://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 the 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 2005/06 session.**

**Teacher responsible:** Dr B von Stengel, B408

**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Management, BSc Management Sciences and BSc Mathematics and Economics.

**Pre-requisites:** Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). 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](http://www.maths.lse.ac.uk/Courses/ma301.html)

**Teaching:** 20 lectures (MA300.1), 10 classes (MA300.1A) in MT. Revision classes in ST.

**Written work:** Weekly exercises are set and marked.

**Reading list:** K G Binmore, *Fun and Games*, 1992.

**Assessment:** A two-hour formal examination in the ST.

### MA303 Half Unit

#### Chaos in Dynamical Systems

**This information is for the 2005/06 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:** Full lecture notes will be provided. The following may prove useful, 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

#### Optimisation in Function Spaces

**This information is for the 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr A Ostaszewski, B406

**Availability:** The course is an option for 3rd year students on BSc Accounting and Finance, 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](http://www.maths.lse.ac.uk/Courses/ma310.html)

**Teaching:** 20 lectures (MA310) and 10 classes (MA310.A), in MT. Revision lectures will be arranged in the ST.

**Written work:** Written answers to set problems will be expected on a weekly basis.

**Reading list:** The main 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.

### MA311 Half Unit

#### Discrete Mathematics

**This information is for the 2005/06 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:** This course is divided into three parts. In the first part, 'An Introduction to Counting', we will cover selections, inclusion-exclusion, partitions and permutations, Sterling numbers, generating functions, linear recurrence relations, non-linear recurrence relations, and asymptotics. In the second part, 'An Introduction to Graph Theory', we will cover the basic definitions and concepts, walks and cycles, trees and forests, vertex colouring, representation by surfaces, planarity, and the four colour problem. In the third part, 'Set Systems', we will cover matchings, anti-chains, matroids, Ramsey Theory, and applications of Ramsey Theory.

For further information see [www.maths.lse.ac.uk/Courses/ma311.html](http://www.maths.lse.ac.uk/Courses/ma311.html)

**Teaching:** 20 lectures (MA311) and 10 classes (MA311.A) in the MT. Revision lectures will be arranged in the ST.

**Written work:** Written answers to set problems will be expected on a weekly basis.

Students may be required to give short presentations based on their written 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.

### MA313 Half Unit

#### Probability for Finance and Economics

**This information is for the 2005/06 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](http://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 2005/06 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](http://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 2005/06 session.

**Teacher responsible:** Professor N L Biggs, B412

**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 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](http://www.maths.lse.ac.uk/Courses/ma315.html)

**Teaching:** 20 lectures (MA 315) and 10 classes (MA 315.A) in LT, plus revision sessions in the ST.

**Written work:** Sets of exercises will be distributed regularly, and students' solutions will be collected, marked, and discussed in the classes.

**Reading list:** The main text is N L Biggs, *Discrete Mathematics*, specifically Chapters 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 2005/06 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 2005/06 session.

**Teacher responsible:** Dr Satoshi Kanazawa, B809

**Availability:** Compulsory for and exclusive to all first year BSc 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 2005/06 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 and BSc Business Mathematics and Statistics.

**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 2005/06 session.

**Teacher responsible:** Professor Diane Reyniers, G510

**Availability:** This course is compulsory for 2nd year BSc Management students. It is an option on BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management and BSc Management Sciences.

**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 2005/06 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 2005/06 session.

**Teacher responsible:** Ms Ana Canhoto, G514

**Availability:** This course is compulsory for all BSc Management 3rd year students. It is optional for BSc Management Sciences. 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 second 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 2005/06 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* (4th edn), Pearson Prentice-Hall (2005); O Shenker & Y Luo, *International Business*, John Wiley (2004).

**Assessment:** Two-hour examination in the ST.

**MN304 Half Unit****Strategy**

This information is for the 2005/06 session.

**Teacher responsible:** Dr Thomas Kittsteiner, G409

**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. 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); 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 2005/06 session.

**Teacher responsible:** Ms Ana Canhoto, G514

**Availability:** This course is for non BSc Management Students. It is optional for BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management and BSc Management Sciences. It is available to 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 Jaggal, *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 2005/06 session.

**Teacher responsible:** Dr B Fasolo, G313

**Availability:** Optional for BSc Accounting and Finance, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, MSc Management and for the Diploma in Accounting and Finance. 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: 31 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 I 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 2005/06 session.

**Teacher responsible:** Dr S Powell, G308

**Availability:** Compulsory for BSc Management Sciences. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Management.

**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. OR202.2A 12 MT and LT with three revision classes in ST.

Ten x three hours computer help in MT and LT, and three x three 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 Philips & J J Solberg, *Operations Research*; H P Williams, *Model Building in Mathematical Programming*, Wiley; H P Williams, *Model Solving in Mathematical Programming*, Wiley; Wayne L Winston, *Operations Research*, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasiemi, *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 Sasiemi, 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 2005/06 session.

**Teacher responsible:** Dr S Powell, G308

**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management and BSc Management Sciences.

**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 2005/06 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.

**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 2005/06 session.

**Teacher responsible:** Dr J V Howard, B602

**Availability:** Optional for BSc Business Mathematics and Statistics, BSc Management and BSc Management Sciences. 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** (Dr B Fasolo and 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** (Professor H Wynn) 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** (Dr A Morton). 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.

## PH101

### Logic

This information is for the 2005/06 session.

**Teacher responsible:** Professor Colin Howson, T301c

**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:** Elementary formal logic, propositional and predicate.

**Content:** Setting up a formal model, in stages, to represent valid deductive reasoning. In the first stage we develop a language and inference rules for what is called **propositional logic**, the logic of 'and',

'or', 'not', 'if ... then ...'. The rules are called **tree rules** since inferences employing them can be represented in the form of a downward-growing tree. These rules are extremely simple to use and quite complex inferences can be analysed very easily.

The next stage is to develop this system into one in which inferences involving 'all' and 'some', and relations between individual members of a domain, can be analysed. The tree rules of propositional logic are extended in a natural way to deal with these more complex inferences. This system is sometimes called **predicate logic**, some times **first order logic**. Though the inferences are more complex, the rules are still easy and straightforward to use. Beginners are often struck by just how easy it is to prove apparently very tortuous arguments. Budding lawyers, please note!

The final stage is the extension of the system to include inferences about equalities, i.e. assertions involving '='. This is called the **logic of identity**. It is not just the power of these methods that makes them exciting. Quite unexpected facts emerge from their investigation. One is just how few rules need to be assumed to generate practically all forms of deductively valid reasoning. Another is to see how strange, almost paradoxical, phenomena can arise, and how we should try to deal with them. The most fundamental involves the (apparently) simple idea of **truth** itself.

**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:** The text for the course is C Howson, *Logic with Trees*, Routledge. Supplementary reading will be suggested as the course proceeds.

**Assessment:** A three-hour written examination in the ST.

## PH103

### Reason, Knowledge and Values: An Introduction to Philosophy

This information is for the 2005/06 session.

**Teacher responsible:** Mr Alex Voorhoeve

**Availability:** BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method, BSc Environmental Policy and BSc International Relations. Also available as an outside option.

**Core syllabus:** The course offers a first look at some high spots of Western philosophy.

**Content:** In his *Letter to Menoeceus*, Epicurus (341-271 BC) advises us that the successful study of philosophy will help one to "live like a god among men."

The aims and objectives of this course are more modest. Reason, Knowledge and Values provides an introduction to analytical philosophy by using a few classic and contemporary texts to study a selection of philosophical problems. It aims to acquaint students with some of the central questions of philosophy as well as to develop their ability to think about and discuss philosophical issues systematically, critically, and patiently. It also aims to and develop those other attributes of a good philosopher: curiosity, imagination, and, suspiciousness. Students should complete this course with knowledge of the basic types of philosophical argument and of the following questions and some classic answers to them:

- A central question in political philosophy: Who should rule?
- A central question in ethics: Why be moral?
- A central question of human life: Why is death bad?
- Some of the central issues in epistemology and philosophy of science: Can we know anything? How can we extend our knowledge beyond immediate experience? Does science provide any special kind of knowledge?
- A central question in the philosophy of religion: can we deductively prove or inductively get evidence for the existence of God?
- The question of free will.
- Students should also develop the ability to: Think clearly and thoroughly about philosophical issues.
- Understand a philosophical text on its own terms: determine the aims the author sets him- or herself, search out the meaning of words, concepts, and expressions particular to the text and the argument; ask questions about the context in which the argument is situated.
- Critically evaluate arguments. Distinguish valid from invalid, sound from unsound, plausible from implausible arguments.
- Debate and write about these issues in a philosophical manner.

**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 a Course Pack with core readings. In addition, the purchase of the following books is required:



Plato, *Republic*, Robin Waterfield (Ed), ISBN: 0192833707, Oxford Paperbacks; Descartes, *Meditations on First Philosophy, with selections from the Objections & Replies*, John Cottingham (Ed), ISBN: 0521558182, Cambridge University Press; Epicurus, *Essential Epicurus: Letters, Principal Doctrines, Vatican Sayings and Fragments* (Great Books in Philosophy Series), Eugene O'Connor (Translator), ISBN: 0879758104, Prometheus Books UK.

**Assessment:** A three-hour written examination in the ST.

## PH200 Not available in 2005/06

### Mathematical Logic

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Colin Howson, T301C

**Availability:** BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. 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 2005/06 session.**

**Teacher responsible:** Dr Roman Frigg, T501a

**Availability:** BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and 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:** A detailed reading list forms part of the course booklet that will be available at the beginning of the year.

**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 2005/06 session.**

**Teacher responsible:** Dr. J McKenzie Alexander, T506

**Availability:** BSc Philosophy and Economics, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and BSc Philosophy, Logic and Scientific Method.

**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).

## PH209

### Philosophical Logic and Metaphysics

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr. Matthew Parker, T301B

**Availability:** BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. 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, free-will and determinism, personal identity, substance, why there is anything at all.

**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: Required books:** R M Sainsbury, *Logical Forms*; B Russell, *Logic and Knowledge*; D Lewis, *On the Plurality of Worlds*; Van Inwagen and Zimmerman, *Metaphysics: The Big Questions*; J Perry (Ed), *Personal Identity*; B. Rundle, *Why There is Something Rather Than Nothing*.

**Additional required readings** will be handed out throughout the course. Most of these will come from the following sources, which are also suggested as supplemental readings and resources for essays.

**Supplementary readings:** P Geach & M Black (Eds), *Translations from the Philosophical Writing of G Frege*; L Wittgenstein, *Tractatus Logico-Philosophicus*; L Wittgenstein, *Philosophical Investigations*; R Carnap, *Meaning and Necessity*; W V Quine, *From a Logical Point of View*; W V Quine, *Philosophy of Logic*; S Kripke, *Naming and Necessity*; R Nozick, *Philosophical Explanations*; A Rorty (Ed), *The Identities of Persons*; D Parfit, *Reasons and Persons*; G Watson (Ed), *Free Will*; D Davidson, *Essays on Actions and Events*.

**Assessment:** A three-hour written examination in the ST.

## PH211

### Philosophy of Economics

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Richard Bradley, T301a

**Availability:** Compulsory for BSc Philosophy and Economics. Optional for BSc Econometrics and Mathematical Economics, BSc Economics and BSc Philosophy, Logic and Scientific Method. This course is available as an outside option.

**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:** 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 2005/06 session.**

**Teacher responsible:** Professor John Worral, T501B

**Availability:** Optional for BSc Philosophy, Logic and Scientific Method and BSc Philosophy and Economics. 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** 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 2005/06 session.**

**Teacher responsible:** Mr Alex Voorhoeve

**Availability:** BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and where regulations permit.

**Core syllabus:** Central topics in moral and political philosophy.

**Content:** We address some basic questions of moral and 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:** Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett; David Hume, *A Treatise on Human Nature*, David Fate Norton & Mary Norton, (Eds), Oxford University Press. ISBN: 0198751729; Jean Jaques Rousseau, *Basic Political Writings: "Discourse on the Sciences and the Arts", "Discourse on the Origins of Inequality", "Discourse on Political Economy", "On the Social Contract"*, Hackett. ISBN: 0872200477; Immanuel Kant, *Groundwork of the Metaphysics of Morals* (Cambridge Texts in the History of Philosophy) Immanuel Kant, Mary J Gregor (Ed), Christine M Korsgaard (Introduction), Cambridge University Press. ISBN: 0521626951; J S Mill, *Utilitarianism*, Hackett. ISBN: 087220605X; John Rawls, *A Theory of Justice, revised*, 2nd edn, Oxford. ISBN: 019825055X.

A detailed reading list and a Course Pack will be made available at the beginning of the year. 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*; 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.

## PH217

### Set Theory and Further Logic

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Colin Howson, T301C

**Availability:** BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and where permitted by the regulations. Also available as an outside option.

**Core syllabus:** Set Theory and Modal 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) Modal Logic, including the major systems of propositional and first-order predicate modal logic and Kripke semantics for those systems.

**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:** Course texts: H Enderton, *Elements of Set Theory*, Academic Press; M. Fitting and R. Mendelsohn, *First-order Modal Logic*, Springer.

**Assessment:** A three-hour written examination in the ST.

## PH299

### Essay on an approved subject in Philosophy

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced

**Availability:** BSc Philosophy, Logic and Scientific Method, 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 2005/06 session.**

**Teacher responsible:** Dr. Stephan Hartmann, T11, and Dr. Roman Frigg, T501A

**Availability:** BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method. Also available as an outside option.

**Pre-requisites:** 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.

### SA100

#### Foundations of Social Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Susannah Morris, A236

**Availability:** Compulsory for BSc Social Policy, Criminal Justice and Psychology, BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government. 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; B Harris, *The Origins of the British Welfare State*, 2004; 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. 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 2005/06 session.**

**Teacher responsible:** Professor T Newburn, A280

**Availability:** Compulsory for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Sociology. Optional for BSc Social Policy and Economics, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology. 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 the core ideas in classical sociology and their relevance to 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.

**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 Not available in 2005/06

#### Population, Economy and Society

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr E Coast, A232, Dr R Sear, A270 and Dr W Sigle-Rushton, A258

**Availability:** It is optional for BSc Actuarial Science, BSc Environmental Policy, BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology. 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 2005/06 session.**

**Teachers responsible:** Dr Bingqin Li, A225 and Professor D Piachaud, A243

**Availability:** Compulsory for BSc Social Policy. Optional for BSc Social Policy and Economics, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology.

**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.

**Teaching:** Lectures: 20 x SA104 (MT, LT). Classes: 22 x SA104.A, (MT, LT, ST).

**Written work:** Essays, problem sets and presentations will be required.

**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*; P Krugman, *Microeconomics*.

**Assessment:** A three-hour written examination in the ST.

### SA105

#### Crime and Society

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Coretta Phillips, A230

**Availability:** This is a compulsory 1st Year course for BSc Social Policy and Criminology, and an optional course for Bachelor's degrees in social policy and for other degrees where regulations permit. General Course students are welcome.

**Core syllabus:** The course introduces students to the key issues and debates in understanding crime and its control in contemporary societies. It provides students with a grounding in the organisation of the criminal justice system, systems of punishment and prevention, and explores the impact of major social divisions - sex/gender, age, ethnicity, and class and community - on the social distribution of crime and the cultural and political responses to it.

**Content:** Introduction, What is crime? Measuring crime, Trends in crime (UK and international), Public perceptions of crime and punishment, Crime and the media, Crime and social exclusion, Anti-social behaviour, 'Race', ethnicity and crime, Gender and crime, Young people and crime, Drugs and alcohol, The criminal justice system, Policing and law enforcement, Policing and security, Community punishment, Imprisonment, Crime and politics, Crime and human rights.

**Teaching:** 19 x one-hour lectures, and 17 x one-hour classes (MT and LT) and one revision class (ST).

**Written work:** One essay per term will be required. Students will be expected to do the reading associated with the classes and may be asked to give one or more presentations per term.

**Reading list:** M Maguire, R Morgan & R Reiner, *The Oxford Handbook of Criminology*, Oxford: Clarendon (2002); T Newburn, *Crime and Criminal Justice Policy*, 2nd edn, Harlow: Longman (2003); Y Jewkes & G Letherby, *Criminology: A Reader*, London: Sage (2002); E McLaughlin, J Muncie & G Hughes, *Criminological Perspectives: essential readings*, 2nd edn, Sage (2002).

**Assessment:** One assessed essay of 1,500 words to be submitted on the first day of ST (25%). A two-hour written examination in the ST (75%).

### SA201

#### Research Methods for Social Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr M Shiner, A274

**Availability:** Compulsory for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology.

**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:** Mr M Shiner.

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:** Mr M Shiner.

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.

**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 2005/06 session.**

**Teacher responsible:** Professor A West, A139

**Availability:** This is an optional course for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology.

**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: R Aldrich, *A Century of Education*, 2002; D Lavtton, *Education and Politics in the 1990s: conflict or consensus?* 1992; A H Halsey et al, *Education: Culture, Economy, Society*, 1997; 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 2005/06 session.**

**Teacher responsible:** Professor J Lewis, A137

**Availability:** This is an optional course for BSc Social Policy, BSc Economic History, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government, BSc Social Policy, Criminal Justice and Psychology 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 breakdown; work and care 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. The weekly lecture and class will be taught in one two hour block.

**Written work:** Presentation of between two and four 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; S McRae (Ed), *Changing Britain: Families and Households in the 1990s*, OUP, 1999; L F Harding, *Family, State and Social Policy*, Macmillan, 1996; K Kiernan, H Land & J Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998; M Daly & K Rake, *Gender and the Welfare State*, Polity Press, 2003; A Carling, S Duncan & R Edwards (Eds), *Analysing Families. Morality and Rationality in Policy and Practice*, Routledge, 2002.

**Assessment:** A three-hour written examination in the ST.



**SA213 Not available in 2005/06****European Social Policy****This information is for the 2005/06 session.****Teacher responsible:** Dr S Mangen, A261**Availability:** Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations, BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology. Available 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 2005/06 session.****Teacher responsible:** Dr J Runggay, A255**Availability:** This is an optional course for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. It is compulsory for students studying for the BSc Social Policy, Criminal Justice and Psychology in the second year and for BSc Social Policy and Criminology in the third 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; C Bartol & A Bartol, *Criminal Behavior* (7th edn), 2004; D Carson & R Bull (Eds), *Handbook of Psychology in Legal Contexts*, 2003; G Gudjonsson, *The Psychology of Interrogations and Confessions*, 2002; R Holmes & S Holmes (Eds), *Profiling Violent Crimes*, 2002; D Howitt, *Forensic and Criminal Psychology*, 2002; A Kapardis, *Psychology and Law*, 2003; E Leyton (Ed), *Serial Murder: Modern Scientific Perspectives*, 2000; J McGuire, *Understanding Psychology and Crime*, 2004.**Assessment:** A three-hour written examination in the ST.**SA221****Poverty, Social Exclusion and Social Change****This information is for the 2005/06 session.****Teacher responsible:** Dr H Dean, A262**Availability:** This is an optional course for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology.**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, *Poverty*, Polity, 2004; Cm 6239, *Opportunity for All: Sixth Annual Report*, TSO 2004.**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 2005/06 session.****Teacher responsible:** Dr S Mangen, A261 and other**Availability:** Compulsory for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government. Optional for BSc Social Policy, Criminal Justice and Psychology**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 lectures; 18 classes; two student-led workshops 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* (2nd edn), 2003; 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 2005/06 session.****Teacher responsible:** Dr A Gjonca, A229**Availability:** An optional course for students on BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Business Mathematics and Statistics, BSc Economics, BSc Management Sciences, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology. 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: 22 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: 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 2005/06****Third World Demography****This information is for the 2005/06 session.****Teacher responsible:** Dr R Sear, A270**Availability:** This is an optional course for BSc Economic History, BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy, Criminal Justice and Psychology.**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 2005/06 session.****Teachers responsible:** Dr J Runggay, A255, Dr C Phillips, A230 and Professor T Newburn, A280**Availability:** This is an optional course for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. It is compulsory for students studying for the BSc Social Policy, Criminal Justice and Psychology in their second or third year and BSc Social Policy and Criminology in their second 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; M Davies, H Croall & J Tyrer, *Criminal Justice: An Introduction to the Criminal Justice System in England and Wales*, 1998; B Hudson, *Understanding Justice*, 2003; P Joyce, *Crime and the Criminal Justice System*, 2001; I McKenzie & R Bull, *Criminal Justice Research: Inspiration, Influence and Ideation*, 2002; 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; S Walklate, *Understanding Criminology* (2003).**Assessment:** A three-hour written examination in the ST.**SA320****Comparative and International Social Policy****This information is for the 2005/06 session.****Teacher responsible:** Dr Wendy Sigle-Rushton, A258**Availability:** This is a compulsory 3rd year course for BSc Social Policy, BSc Social Policy and Administration, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government, BSc Social Policy, Criminal Justice and Psychology 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; and considers international variation in policy challenges as well as variation in policy responses to those challenges.**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 2005/06 session.****Teacher responsible:** Departmental Tutor, Department of Social Policy**Availability:** This is a compulsory course for BSc Social Policy and BSc Social Policy and Administration. It is an option for BSc Social Policy, Criminal Justice and Psychology, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government.**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 a dissertation 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.**Reading:** Students will be expected to draw extensively from the reading they have done throughout their programme of study, to read such specific materials as may be recommended by their tutor and, most importantly, to identify for themselves such additional literature as may be required for their studies. Students might in the first instance wish to consult H Dean, 'Doing projects in social policy', in P Alcock, et al (Eds) *The Student's Companion to Social Policy*, Blackwell, 2003.



**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.

## SO100

**Key Concepts in Sociology: An Introduction to Sociological Theory**

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor David Frisby, S285

**Availability:** Compulsory for BSc Sociology. Optional for BSc Actuarial Science, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc International Relations, BSc Social Policy and Sociology and the Diploma in Sociology.

**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; key twentieth-century thinkers - DuBois, de Beauvoir, Goffman, Foucault.

**Teaching:** 20 lectures and 23 discussion classes.

**Written work:** Four 2,000 word formative 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.

## SO107

**Self, Others and Society: Perspectives on Social and Applied Psychology**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Bradley Franks, S313

**Availability:** Compulsory for BSc Social Policy, Criminal Justice and Psychology. Optional for BSc Sociology, BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management.

**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 (SO107), classes 23 weekly, MT, LT, ST (SO107.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.

**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: three questions from a choice of 12.

## SO110

**Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology**

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Nikolas Rose, S217

**Availability:** Compulsory for BSc Sociology. Optional for BSc Social Policy and Sociology and the Diploma in Sociology.

**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 2005/06 session.**

**Teacher responsible:** Dr Fran Tonkiss, S212

**Availability:** Compulsory for BSc Sociology and BSc Social Policy and Sociology. Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and the Diploma in Sociology.

**Core syllabus:** An exploration of key themes and approaches in social theory and analysis.

**Content:** The course provides students with an in-depth introduction to major alternative uses and applications of theory within sociological thinking and research. It involves a balance between lectures which engage with major social theorists, and an analytical approach to core problems in sociology.

**Teaching:** Lectures: SO201 20 lectures, weekly in MT and LT. Classes: 20 classes, weekly in MT and LT.

**Reading list: Selected reading:** N Dodd, *Social Theory and Modernity*; D Frisby, *Fragments of Modernity*; A Giddens, *The Consequences of Modernity*; A Giddens, *Capitalism and Modern Social Theory*; N Mouzelis, *Sociological Theory: What went wrong?*; G Ritzer, *Sociological Theory*; 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. Students are required to answer three out of twelve questions.

## SO202

**The Social Analysis of Russia and the C.I.S.**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr E A Weinberg, S266

**Availability:** Optional course for BSc Sociology, BSc International Relations, BSc Management, BSc Social Policy and Sociology and the Diploma in Sociology.

**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, *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 Polity*; R Sakwa, *Russian Politics and Society*.

**Assessment:** The course is assessed by a three-hour formal examination in the ST.

## SO203

**Political Sociology**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Robin Archer, S283

**Availability:** Optional course for BSc Sociology, BSc Accounting and Finance, BSc Social Policy and Sociology, Diploma in Sociology and for interested BSc students in Government and other departments.

**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 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 (70% of the total mark) and an assessed essay, 2,500 words, (30% 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 2005/06 session.**

**Teacher responsible:** Dr Suki Ali, S206

**Availability:** Optional course for BSc Sociology, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Social Policy and Sociology and the Diploma in Sociology.

**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; employment; violence; nation and citizenship; reproductive technologies; globalisation; sex work; 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; D Bell & J Binnie, *The Sexual Citizen: Queer Politics and Beyond*, London: Polity, 2001; P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives* (2nd edn), 1996; R W Connell, *Gender and Power*, 1987; I Grewal & K Kaplan (Eds), *An Introduction to Women's Studies: Gender in a Transnational World*; M Mac an Ghail, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R Tong, *Feminist Thought*, 1989; J M Alexander & C T Mohanty (Eds), *Feminist Genealogies, Colonial Legacies, Democratic Futures*, London & New York: Routledge, 1997; Essed et al, *A Companion to Gender Studies*, 2005; E Silva & C Smart, *The New Family?*, 1999; C Wright & G Jagger (Eds), *Changing Family Values*, London & New York, 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 2005/06 session.**

**Teacher responsible:** Professor Paul Rock, S203

**Availability:** Optional course for BSc Sociology, BSc Social Policy and Sociology and the Diploma 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 control, 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*, 2003; J Tierney, *Criminology: Theory and Context*, 1996; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology* (3rd edn), 2002.

**Assessment:** A three-hour examination in the ST.

## SO211

**Sociology of Health and Medicine**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Ilina Singh, W105

**Availability:** Optional Course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology.

**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, the politics of health and health activism, the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control; smoking and obesity; disability; reproductive and genetic technologies.

**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 three-hour unseen examination (70% of the total mark) from which three questions are to be answered; and an assessed essay of 2,500-3,000 words, three copies to be handed in to the Sociology Administration Office, Room S219a, before 4.30pm on the first Wednesday of ST (30% of the total mark).

## SO212

**Work, Management and Globalisation**

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Patrick McGovern, S275

**Availability:** Optional for BSc Accounting and Finance, BSc Human



Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Social Policy and Sociology, BSc Sociology and the Diploma in Sociology.

**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) with some guest lectures by 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* (3rd edn); M Noon & P Blyden *The Realities of Work* (2nd edn); C Tilly & C Tilly, *Work under Capitalism*; P Dicken *Global Shift* (3rd edn). A more comprehensive bibliography will be available to students taking this course.

**Assessment:** A three-hour formal examination in the ST (70%) and an assessed essay (30%) of 2,500-3,000 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 2005/06 session.

**Teacher responsible:** Dr C Badcock, S282

**Availability:** Optional course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology.

**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; 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, Evolutionary Psychology 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, but students are expected to make one class presentation (preferably PowerPoint) and hand in one essay per term.

**Reading list:** C Badcock, *Evolutionary Psychology: A Critical Introduction*; L Betzig (Ed), *Human Nature: A Critical Reader*; L Betzig, M Borgerhoff Mulder & P Turke (Eds), *Human Reproductive Behaviour*; K Browne, *Biology at work: rethinking sexual equality*; C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*; C Crawford & C Salmon, *Evolutionary Psychology: Public Policy & Personal Decisions*; M Daly & M Wilson, *Sex, Evolution & Behaviour* (2nd edn); D Buss, *The Evolution of Desire: Strategies of Human Mating*; R Dawkins, *The Selfish Gene*; W D Hamilton, *Narrow Roads of Gene Land*; J R Harris, *The Nurture Assumption*; J Lopreato & T Crippen, *Crisis in Sociology: The Need for Darwin*; 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*. An LSE Students' Union Course Pack is also available, containing key readings for the course.

**Assessment:** A three-hour unseen examination in ST.

## SO220 Not available in 2005/06

### Citizenship and Migration

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional course for BSc Sociology (2nd and 3rd years), BSc Social Policy and Sociology and the Diploma in Sociology.

**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 of 2,500-3,000 words (30% of the total mark), three copies 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 2005/06 session.

**Teacher responsible:** Dr Ursula Henz, S218

**Availability:** Compulsory course for BSc Sociology and the Diploma in Sociology. Optional for BSc Social Policy and 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: R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn). Other useful textbooks are: M 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. Both are due the first Thursday of ST. They are to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the due date.

## SO222

### Aspects of British Society

This information is for the 2005/06 session.

**Teacher responsible:** Dr C T Husbands, S287

**Availability:** Optional for BSc Sociology, BSc Economic History, BSc Social Policy and Sociology, the Diploma 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).

**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.

**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*.

**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 2 May 2006. 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 Not available in 2005/06

### Sociology of Religion

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Optional 2nd and 3rd year BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology. 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 (70% of the total

mark) and an assessed essay, 2,500-3000 words, (30% of the total mark), based on original fieldwork (a comparison of three religious services), three copies 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 2005/06 session.

**Teacher responsible:** Dr Claire Alexander, S284

**Availability:** Optional Course for BSc Sociology for 2nd and 3rd years and the Diploma in Sociology.

**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 ethnicity in historical perspective; race and class; race and the nation-state; multiculturalism; black feminism; diaspora and hybridity; whiteness; mixed race; race and the body; 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:** A 2,000 word formative essay in MT and 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 Rattans (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 or article review (2,000 words), three copies 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 2005/06 session.

**Teacher responsible:** Ms Anna Pertierra, S264

**Availability:** Optional course for second and third year students on BSc Sociology. Optional third year course for BSc Accounting and Finance. Also optional for the Diploma in Sociology.

**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 (70%). A written assignment of 1,500-2,000 words (30%), to be handed in to the Sociology Administration Office, before 4.30pm on the first Friday of LT.

### SO227

#### Societal Psychology: Theory and Applications

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jan Stockdale, S366

**Availability:** Optional for BSc Sociology. 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, representation and prejudice; language and communication; psychological assessment.

**Teaching:** 20 weekly lectures (SO227) and 20 weekly classes (SO227.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; X Chrysoschoou, *Cultural Diversity: Its Social Psychology*, Blackwell Publishing, Oxford, 2004; 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; D Matsumoto & D Juang, *Culture and Psychology* (3rd edn), Thomson Wadsworth, 2004; 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: three questions from a choice of 10.

### SO228

#### Social Psychology, Gender and Society

This information is for the 2005/06 session.

**Teacher responsible:** Dr Caroline Howarth, S365

**Availability:** Optional for BSc Accounting and Finance. This course is normally for 3rd year students or those with appropriate knowledge, at the discretion of the teacher responsible. Students who have taken SO107 and SO227 are welcome onto the course. Also an option on BSc Sociology.

**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: three 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.

### SO302

#### Sociological Project

This information is for the 2005/06 session.

**Teacher responsible:** Dr E A Weinberg, S266

**Availability:** Compulsory for BSc Sociology.

**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; their 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 and topic 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

#### War and Genocide

This information is for the 2005/06 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. Optional for the Diploma in Sociology.

**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 during war. The course is illustrated throughout with reference to a

number of cases including South Africa, and the wars and genocides in the former-Yugoslavia and Rwanda, 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: gendering war; media representations of war.

**Teaching:** 10 weekly lectures and 10 seminars in the LT.

**Written work:** One assessed essay of 1,500-2,000 words (30%) to be handed in to the Sociology Administration Office before 4.30pm on the first Wednesday of ST and one two-hour unseen examination (70%). Answer two questions out of six.

**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); Mary Kaldor, *New and Old Wars* (Stanford, 2001); Martin Shaw, *War and Genocide* (Polity, 2003).

**Assessment:** One 1,500-2,000 word essay (30%) to be handed in to the Sociology Administration Office before 4.30pm on the first Wednesday of ST and one two-hour unseen examination (70%). Answer two questions out of six.

### SO304 Half Unit

#### Sociology of ICTs

This information is for the 2005/06 session.

**Teacher responsible:** Dr Don Slater, S218a

**Availability:** Optional course for BSc Sociology. Also available to other undergraduate students where regulations permit.

**Core syllabus:** This course examines the construction and assimilation of information and communication technologies (ICTs) in diverse social contexts, and addresses the full range of ICTs that make up the communicative ecologies of specific locales (roads, radios and cassettes as well as internet and mobile phones). Discussions will draw on sociology of consumption and material culture studies, science and technology studies and ethnographic approaches to socio-cultural processes; and will emphasise cross-cultural comparison as well as development issues.

**Content:** Theoretical approaches to technology, communication and consumption; comparative ethnographies of communication and technology; globalization and ICTs; development, poverty and ICTs; information society and new economy.

**Teaching:** Weekly lecture/seminar in LT

**Written work:** All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

**Reading list:** Askew, K. and R. Wilk, (eds.) (2002) *The Anthropology of the Media: A Reader*; Castells, M. (1996) *The Rise of Network Society*; Lievrouw, L. and S. Livingstone, (eds.) (2002) *The Handbook of New Media*; Mansell, R. and W. E. Steinmueller (2000) *Mobilizing the Information Society: Strategies for Growth and Opportunity*; Miller, D. and D. Slater (2000) *The Internet: An Ethnographic Approach*; Silverstone, R. and E. Hirsch, (eds.) (1992) *Consuming Technologies: Media and Information in Domestic Spaces*; Slater, D. and J. Tacchi (2004) *Research: ICT Innovations for Poverty Reduction*; Wajcman, J. (2004) *TechnoFeminism*; Webster, F. (2003) *Theories of the Information Society*; Woolgar, S. (2002) *Virtual Society? : Technology, Cyberbole, Reality*.

**Assessment:** A formal two-hour examination in ST (70%). A written assignment, 2-500-3,000 words (30%) to be handed in to the Sociology Administration Office, before 4.30pm on the first Friday of LT.

### ST102

#### Elementary Statistical Theory

This information is for the 2005/06 session.

**Teacher responsible:** Mr D W Balmer, B604

**Availability:** Compulsory for BSc Actuarial Science, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Geography with Economics and BSc Mathematics and Economics. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Management and MSc Economics.

**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 2005/06 session.

**Teacher responsible:** Dr W Bergsma

**Availability:** Compulsory for BSc Sociology students. Optional for BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management and the Diploma in Sociology. 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 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** BSc Accounting and Finance. 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 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** BSc Accounting and Finance, BSc Environmental Policy, BSc Government and Economics, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics and MSc Economics (Two Year Programme). 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 2005/06 session.**

**Teachers responsible:** Mr Nicholas Cron, B710 and to be announced

**Availability:** Primarily for BSc Management and BSc Accounting and Finance students, also available to students who have studied statistics and mathematics to the level of MA107/ST107 **Quantitative Methods**. Not to be taken in conjunction with ST203 **Statistics for Management Sciences** (Full unit).

**Core syllabus:** A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers.

**Content:** Statistical models. Estimation and testing. Simple linear regression. Multiple regression. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.

**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*; D. H. Hildebrand and R. L. Ott *Statistical Thinking for Managers* (Duxbury Press).

**Assessment:** Two-hour formal written examination in the ST (80%). Course work (20%).

### ST202

#### Probability, Distribution Theory and Inference

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr J Penzer, B610

**Availability:** BSc Actuarial Science, BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Mathematics and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

**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 2005/06 session.**

**Teachers responsible:** Mr Nicholas Cron, B710 and Dr Wicher Bergsma

**Availability:** Primarily for BSc Management Sciences and BSc Accounting and Finance. 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. Model selection and diagnostics. Time series models. Smoothing and seasonal adjustment. Autocorrelation.

ST203.2: **Sample Surveys and Experiments** (Dr Wicher Bergsma).

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:** 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 2005/06 session.**

**Teacher responsible:** Dr Wicher Bergsma

**Availability:** Primarily for BSc Business Mathematics and Statistics. Optional for BSc Management, 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 2005/06 session.**

**Teacher responsible:** Dr Martin Knott, B607

**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** (Dr S Kirillova). 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 2005/06 session.**

**Teacher responsible:** Dr A Dassios, B606

**Availability:** BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Management Sciences.

**Pre-requisites:** MA100 **Mathematical Methods**; ST102 **Elementary Statistical Theory**.

**Core syllabus:** The application of compound interest techniques to financial transactions.

**Content:** Describing how to use a generalised cash-flow model to describe financial transactions such as a zero coupon bond, a fixed interest security, an index-linked security, cash on deposit, an equity, an interest only loan, a repayment loan, an annuity certain and others. The time value of money using the concepts of compound interest and discounting. Accumulation of payments and present value of future payments. Expressing interest rates or discount rates in terms of different time periods. Real and money interest rates. The calculation of the present value and the accumulated value of a stream of equal or unequal payments using specified rates of interest and the net present value at a real (possibly variable) rate of interest, assuming a constant rate of inflation. Compound interest rate functions; definitions and use. Equations of value with certain and uncertain payments and receipts; conditions for existence of solution. Describe how a loan may be repaid by regular instalments of interest and capital; flat rates and annual effective rates. Calculation of a schedule of repayments under a loan and identification of the interest and capital components of annuity payments where the annuity is used to repay a loan for the case where annuity payments are made once per effective time period or p times per effective time period and identify the capital outstanding at any time. Discounted cash flow techniques and their use in investment project appraisal; internal rate of return, discounted payback period, money-weighted rate of return, time-weighted rate of return, linked internal rate of return. The investment and risk characteristics of fixed-interest Government borrowings, fixed-interest borrowing by other bodies, shares and other equity-type finance derivatives. The analysis of compound interest rate problems; the present value of payments from a fixed interest security where the coupon rate is constant and the security is redeemed in one instalment, upper and lower bounds for the present value of a fixed interest security that is redeemable on a single date within a given range at the option of the borrower, the running yield and the redemption yield from a fixed interest security, the present value or yield from an ordinary share and a property, given simple (but not necessarily constant) assumptions about the growth of dividends and rents, the solution of the equation of value for the real rate of interest implied by the equation in the presence of specified inflationary growth, the present value or real yield from an index-linked bond, the price of (or yield from) a fixed interest security where the investor is subject to deduction of income tax on coupon payments and redemption payments are subject to the deduction of capital gains tax, including indexation allowance and offsetting capital losses against capital gains where applicable. Arbitrage; forward contracts, hedging, introduction to the no arbitrage pricing of derivatives. Redington theory of immunisation; convexity. The term structure of interest rates; spot and forward rates, par-yields. Stochastic interest rates; moments of the accumulation of a string of payments, log-normal models, models with dependent returns.

**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 2005/06 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:** An introduction to stochastic processes with emphasis on life history analysis and actuarial applications.

**Content:** Principles of modeling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.

**Teaching:** Lectures: 20 LT.

Seminars: 10 LT.

**Written work:** Compulsory written answers to two sets of problems.

**Reading list:** S Ross, *Stochastic Processes*; R Norberg, *Risk and Stochastics in Life Insurance*; The Institute of Actuaries, Core reading Subject CT4. For full details of the syllabus of CT4, see [http://stats.lse.ac.uk/angelos/guides/2004\\_CT4.pdf](http://stats.lse.ac.uk/angelos/guides/2004_CT4.pdf).

**Assessment:** Three-hour written examination in the ST.

### ST300 Half Unit

#### Regression and Generalized Linear Models

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Martin Knott, B607

**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:** Analysis of variance models; factors, interactions, confounding. Multiple regression and regression diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. 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, *Generalised Linear Models*; A C Atkinson, *Plots, Transformations and Regression*; A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*. Related items from the Institute of Actuaries, Core reading Subject CT6. For full details of the syllabus of CT6, see [http://stats.lse.ac.uk/angelos/guides/2004\\_CT6.pdf](http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf).

**Assessment:** Two-hour written examination in the ST (70%); Assessed projects (30%).

### ST302 Half Unit

#### Stochastic Processes

**This information is for the 2005/06 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:** A second course in stochastic processes and applications to insurance.

**Content:** Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. **Content:** Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution,



examples of infinite state space, filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains, health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model.

The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.

**Teaching:** Lectures: 20 MT.

Seminars: 10 MT.

**Reading list:** R Durrett, *Essentials of Stochastic Processes*; 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 2005/06 session.

**Teacher responsible:** Professor H Tong, B711

**Availability:** Primarily for BSc Actuarial Science and BSc Business Mathematics and Statistics.

**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; autocovariance function; spectral density function; Wiener and Khinchin relation; linear filtering; estimation of the mean function, the autocovariance function and the spectral density function; linear time series models including autoregressive models, moving average models and autoregressive/moving average models; time series modelling including model identification, parameter estimation and diagnostic checks; non-stationary time series; differencing operation; cointegration; nonlinear time series models; least squares forecasting.

**Teaching:** Lectures: 20 LT; Seminars: 10 LT.

**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 2005/06 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 the theory and techniques of life insurance and pensions.

**Content:** Standard single life insurance products; endowments, annuities, and assurances. Extensions to multi-state policies and general benefits and premiums; two lives and more general multi-life functions including the joint life status and last survivor status, the multiple decrements model (competing risks), and the disability model, level and variable payments including increasing and decreasing assurances and annuities. Discrete and continuous time payments. Aggregate and select intensities. Actuarial notation for life contingencies and expected present values of standard products. Principles and techniques for determining premiums and reserves. The principle of equivalence. Thiele's differential equation and its generalizations. Variances and higher order moments of present values. Numerical methods. Woolhouse's formula relating present values in continuous and discrete time. Relationships between payments of annuity type and payments of assurance type. Notions of prospective and retrospective reserves and relationships between them. Administration expenses, gross premiums and gross reserves. With-profit contracts, surplus and dividends, various forms of bonus (cash bonus, terminal bonus, added benefits), interest rate guarantees, unit-linked insurance, defined benefits, defined contributions, salary-related benefits. Techniques for assessing profitability. Elements of population theory applied to life

insurance. Heterogeneity, selection phenomena; intensities dependent on policy duration and state duration. Risk classification.

**Teaching:** Lectures: 20 MT, 20 LT. Seminars: 10 MT, 10 LT.

**Written work:** Compulsory written answers to two sets of problems.

**Reading list:** R Norberg, *Basic Life Insurance Mathematics*; The Institute of Actuaries, *Core reading Subject CT5*

**Assessment:** Three-hour written examination in the ST.

### ST306 Half Unit

#### Actuarial Mathematics: General

This information is for the 2005/06 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:** Decision theory concepts: game theory, optimum strategies, decision functions, risk functions, the minimax criterion and the Bayes criterion. Loss distributions with and without limits and risk-sharing arrangements; suitable, moments and moment generating functions, the gamma, exponential, Pareto, generalised Pareto, normal, lognormal, Weibull, Burr and other distributions suitable for modelling individual and aggregate losses; statistical inference. Risk models involving frequency and severity distributions; the basic short-term contracts, moments, moment generating functions and other properties of compound distributions. Reinsurance treaties; proportional, excess of loss, stop-loss, deriving the distribution, moments, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory for continuous and discrete models. Fundamental concepts of Bayesian statistics; Bayes theorem, prior distributions, posterior distributions, conjugate prior distributions, loss functions, Bayesian estimators. Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Monte-Carlo simulation and applications in insurance.

**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. The Institute of Actuaries, *Core reading Subject CT6*.

For full details of the syllabus of CT4, see

[http://stats.lse.ac.uk/angelos/guides/2004\\_CT6.pdf](http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf).

**Assessment:** Three-hour examination in the ST.

### ST307 Half Unit

#### Aspects of Market Research

This information is for the 2005/06 session.

**Teacher responsible:** Svetlana Kirillova

**Availability:** Primarily for BSc Management Sciences, BSc Management, BSc Business Mathematics and Statistics and BSc Accounting and Finance.

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: 10 MT. Classes: 10 MT

**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 2005/06 session.

**Teacher responsible:** Mr D W Balmer, B604

**Availability:** BSc Business Mathematics and Statistics, BSc Management Sciences.

**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 2005/06 session.

**Teacher responsible:** Svetlana Kirillova

**Availability:** Optional for BSc Business Mathematics and Statistics and BSc Management Sciences.

**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 10 MT, three LT.

Lectures: ST327.2 10 two-hour case-study meetings LT.

Classes: ST327.1A 10 MT.

**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 2005/06 session.

**Teacher responsible:** Dr Pauline Barrieu, B603

**Availability:** Primarily for BSc Actuarial Science.

**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*; A Cerny, *Mathematical Techniques in Finance: Tools for Incomplete Markets*; 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 2005/06 session.

**Teachers responsible:** Dr J Howards, B602 and Professor H Wynn, B605

**Availability:** BSc Business Mathematics and Statistics, BSc Accounting and Finance and BSc Management Sciences. 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** (Professor H Wynn). General discussion of the Bayes approach and comparison with other approaches to statistical inference. Applications to some statistical problems.

**Teaching:** Lectures ST331.1: ten MT.

Classes ST331.1A: five MT.

Lectures ST331.2: ten LT.

Classes ST331.2A: five LT.

**Written work:** Written answers to set problems will be expected fortnightly.

**Reading list:** ST331.1: R T Clemen & T Reilly, *Making Hard Decisions with Decision Tools Suite*; H Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*; J T Buchanan, *Discrete and Dynamic Decision Analysis*; D V Lindley, *Making Decisions* (2nd Edn); S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S R Watson & D M Buede, *Decision Synthesis: The Principles and Practice of Decision Analysis*; P Goodwin & G Wright, *Decision Analysis for Management Judgment*.

ST331.2: P M Lee, *Bayesian Statistics: An Introduction*

**Assessment:** Two-hour written examination in the ST.



## DIPLOMA

The information contained in this section is relevant to all diploma programmes. 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.

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\* 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/ISSC](http://www.lse.ac.uk/ISSC)

### 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.

The fees for each academic session appear on the School's website at: [www.lse.ac.uk/fees](http://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

The Financial Support Office administers a variety of scholarships and award schemes for incoming students. It also administers student hardship funds for currently registered students. The eligibility requirements and value of financial support differ according to each scholarship, award and/or fund. 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 support you should visit the websites of both the *Financial Support Office* [www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/](http://www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/) 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

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

### Entrance qualifications

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

### Programmes of study

- Programmes shall be so organised as to fall into one or both of the following categories:
  - a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall be not less than one academic year, the examinations being completed by the end of that period;
  - a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
- A student may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. The student will not normally be permitted to undertake the project work outside the School.
- A 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 diploma 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 courses of equivalent value. Such permission will be given only on the recommendation of the programme director.

### Entry to examinations

- A candidate for the diploma will be deemed to have entered the examinations for the courses for which he/she is registered.
- 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.
- 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.
- Candidates who are absent without formal permission from an examination entered will have that examination counted as the first attempt.
- Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
- A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
- No fee is payable for the first attempt at an examination.

### Examinations and assessment

- The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give judgement on the validity and integrity of the assessment process and the standard of student attainment.
- Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
- Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
- Schemes of examination shall be prescribed in the individual programme regulations.
- The examination for each written paper shall take place on one occasion each year.
- An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year.



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 must 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 re-sit 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 re-sits 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

**SCHEME FOR THE AWARD OF A DIPLOMA**

This scheme should be read in conjunction with the General Regulations for Students and the regulations for the diploma on which the student is registered.

**Classification guidelines****Pass**

A diploma may be awarded for the following combination of marks:

3-unit exams	34	34	34		
or	50	34	20		
4-unit exams	34	34	34	34	
or	50	34	34	20	
5-unit exams	34	34	34	34	34
or	50	34	34	34	20 <sup>1</sup>

<sup>1</sup> for the Diploma in Accounting and Finance, there may be no more than one mark between 20 and 34 in Accounting and Finance papers  
In addition, further classifications may be awarded for the following combinations of marks:

**Credit**

3-unit exams	50	50	34		
4-unit exams	50	50	50	34	
or	50	50	40	40	
5-unit exams	50	50	50	34	34
or	50	50	40	40	40

**Merit**

3-unit exams	60	60	60		
or	70	60	50		
4-unit exams	60	60	50	50	
5-unit exams	60	60	60	50	50
or	70	60	50	50	50

**Distinction**

3-unit exams	70	70	50		
4-unit exams	70	70	70	50	
or	70	70	60	60	
5-unit exams	70	70	70	50	50
or	70	70	60	60	50

**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<sup>1</sup> 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 05/06) means not available in the 2005/06 academic year**

## 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 (n/a 05/06) SO222 Aspects of British Society SO223 Sociology of Religion (n/a 05/06) SO224 The Sociology of Race and Ethnicity SO225 Sociology of Consumption (H) SO303 War and Genocide (H) ST103 Statistical Methods for Social Research



## TAUGHT MASTERS

The information contained in this section is relevant to all taught masters programmes. 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.

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## 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/ISSC](http://www.lse.ac.uk/ISSC)

### 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 (e.g. 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.

### 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 lecturer'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](http://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

The Financial Support Office administers a variety of scholarships and award schemes for incoming students. It also administers student hardship funds for currently registered students. The eligibility requirements and value of financial support differ according to each scholarship, award and/or fund. 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 support you should visit the websites of both the *Financial Support Office* [www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/](http://www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/) 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* [www.lse.ac.uk/resources/schoolRegulations/generalAcademicRegulations.htm](http://www.lse.ac.uk/resources/schoolRegulations/generalAcademicRegulations.htm).

### 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 must 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 resit 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, 32	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

### SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2005/2006:

This scheme should be read in conjunction with the General Regulations for Candidates, the Regulations for Masters degrees, and the programme regulations for the Masters degree on which the candidate is registered.

#### 1. Responsibilities of Sub-Boards of Examiners

- 1.1 The Graduate Studies Sub-Committee shall have the authority to approve variations to this *Scheme*, as recommended by Departments.
- 1.2 Each course shall be the responsibility of a single Sub-Board of Examiners, which shall include at least one external examiner competent to judge the candidates concerned. The Sub-Board shall determine the result, in the form of mark and corresponding grade, for each element of assessment submitted by any candidate taking the course, irrespective of whether the candidate concerned is registered on a degree programme within its area of competence. The Sub-Boards shall, where a candidate is being assessed for the award of a degree by another Sub-Board, promptly convey to that Sub-Board the overall result that it has determined, once all component elements of assessment required for the course have been marked by internal examiners and, as appropriate, an external examiner.
- 1.3 Each degree programme shall be the responsibility of a single Sub-Board of Examiners, which shall include at least one external examiner competent to judge the candidates concerned. The Sub-Board shall, taking into account all information properly presented to it and by exercising its academic judgement, decide if each candidate registered on the programme has satisfactorily completed all elements of assessment prescribed for the degree. In each case where the Sub-Board recommends that an award should be made, it will also determine the overall classification of the award in accordance with section 6 below.

#### 2. External Examiners

No mark or grade shall be assigned for any course or component element of a course without the external examiner having been able to approve it, whether or not s/he attended a meeting of examiners.

#### 3. Mark and Grade for a Course:

- 3.1 Each candidate shall be given an overall result for each course as follows:

Mark	Grade
0 - x%	Bad Fail
(x + 1) - 49%	Fail
50 - 59%	Pass
60 - 69%	Merit
70% and over	Distinction

The value of x shall be specified by each Department or Institute for all its courses.<sup>1</sup>

- 3.2 The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.

- 3.3 Examiners of papers shall mark work without reference to medical and/or extenuating circumstances, which will be considered by the Sub-Board of Examiners at the meeting where the award of degrees is considered.

#### 4. Eligibility for Award of Degree

- 4.1 Candidates must have attempted and completed all component elements of assessment required for the course as set out in the programme regulations for the Masters degree on which the candidate is registered. An unauthorised absence in any/all element(s) of assessment does not count as completing the course, but does count as one of the two attempts permitted for the course.
- 4.2 A candidate will not be recommended for the award of a degree if s/he has failed courses to the value of one or more units, subject to paragraph 5.3.2 or, in the judgement of the examiners, as a direct result of medical and/or extenuating circumstances.

#### 5. Calculation of the Award of Degree

- 5.1 The Sub-Board of examiners can designate courses to the value of one unit as being critical to assessment for a programme and, thereby, establish that it be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course(s) has been passed or the award classification cannot be higher than the result awarded in the designated course(s).<sup>1</sup>
- 5.2 The overall classification of an award shall, subject to the penalty rules for failed courses in section 5.3 below, be calculated as follows:
  - 5.2.1 *For a Distinction:*
    - (a) marks of a Distinction grade in courses to the value of 3.5 units or more
    - (b) marks of a Distinction grade in courses to the value of 3.0 units and a mark of Merit grade in a course of 0.5 unit value
    - (c) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of 1.0 unit
  - 5.2.2 *Either a Distinction or a Merit (at the discretion of the Sub-Board)*
    - (d) marks of a Distinction grade in courses to the value of 3.0 units, but no marks of a Merit grade in any course
    - (e) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in a course of 0.5 unit value
    - (f) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of 2.0 units



- 5.2.3 For a Merit:  
(g) marks of a Distinction grade in courses to the value of 2.0 units, but no marks of a Merit grade in any course  
(h) marks of a Merit grade (or higher) in courses to the value of 2.5 units or more  
5.2.4 Either a Merit or a Pass (at the discretion of the Sub-Board)  
(i) marks of a Distinction grade in courses to the value of 1.5 units and a mark of Merit grade in a course of 0.5 unit value  
5.2.5 For a pass  
(j) marks of at least a Pass grade in all courses

- 5.3 The overall classification of award for candidates with a fail mark in any course(s) shall be calculated as follows:  
5.3.1 A fail (but not a bad fail) in a course of 0.5 unit value may, at the discretion of the Sub-Board, result in a drop in the overall award classification where a distinction or merit would otherwise have been awarded.  
5.3.2 A fail (but not a bad fail) in a course(s) to the value of 1 unit must be compensated by a mark of at least 60% in a course(s) to the value of 1 unit and shall result in a drop in the overall award classification where a distinction or merit would otherwise have been awarded. A Department or Institute can, with the approval of the Graduate Studies Sub-Committee, establish a compensation mark of 55%.  
5.3.3 A bad fail mark in any course of any unit value will result in an overall fail for the degree.

#### 6. Failure to Achieve an Award of Degree

- 6.1 If a candidate has not been awarded a degree, s/he shall normally be entitled to re-sit the failed courses only (on one occasion) and at the next normal opportunity. Results obtained at re-sit shall bear their normal value.  
6.2 If a candidate has passed courses on a re-sit attempt and has met the requirements for the award of a degree, s/he can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and/or extenuating circumstances.

#### 7. Appeals and Offences

Appeals against decisions of Sub-Board of Examiners and assessment offences will be handled according to School Regulations, as published in the School Calendar.

#### 8. General Proviso

While the examiners shall have regard to this Scheme, they reserve the right to recommend to the Graduate School Board of Examiners any departure from it if, in their judgement, this would be equitable for any individual candidate or any group of candidates as a direct result of medical and/or extenuating circumstances extraneous to the normal assessment process applying to that candidate or group of candidates only.

#### Footnote:

<sup>1</sup>In respect of paragraphs 3.1, 5.1 and 5.3.2, the Department, Institute or Sub-Board of Examiners shall clearly publish course and programme specific information in the School Calendar and, where appropriate, in programme handbooks.

In respect of paragraph 3.1, the following table indicates the Bad Fail mark for all courses offered by each Department or Institute:

Department	Bad Fail (2005/2006)
Accounting and Finance (all courses prefixed with 'AC')	39
Anthropology (all courses prefixed with 'AN')	34
Development Studies Institute (all courses prefixed with 'DV')	44
Economic History (all courses prefixed with 'EH')	39
Economics (all courses prefixed with 'EC')	19
European Institute (all courses prefixed with 'EU')	39
Gender Institute (all courses prefixed with 'GI')	44
Geography and Environment (all courses prefixed with 'GY')	39
Government (all courses prefixed with 'GV')	39
International History (all courses prefixed with 'HY')	39
Industrial Relations (all courses prefixed with 'ID')	39
Information Systems (all courses prefixed with 'IS')	35
International Relations (all courses prefixed with 'IR')	39
Law (all courses prefixed with 'LL')	44
Management (all courses prefixed with 'MN')	24
Mathematics (all courses prefixed with 'MA')	33
Media and Communication (all courses prefixed with 'MC')	34
Methodology Institute (all courses prefixed with 'MI')	39
Operational Research (all courses prefixed with 'OR')	19
Philosophy (all courses prefixed with 'PH')	39
Social Policy (all courses prefixed with 'SA')	39
Social Psychology (all courses prefixed with 'PS')	34
Sociology (all courses prefixed with 'SO')	39
Statistics (all courses prefixed with 'ST')	19

In respect of paragraph 5.3.2, a mark of 55% in any course(s) to the value of 1 unit offered by the following Departments or Institutes can compensate a fail (but not a bad fail) in any course(s) to the value of 1 unit:

#### Department

Economics (all courses prefixed with 'EC')

In respect of paragraph 5.1, a list of those courses which have been designated as 'critical to assessment' for the corresponding degree programme by the relevant Sub-Board of Examiners will be provided on the relevant page of the School's website by the end of the Lent term.

## SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE FOR STUDENTS ENTERING BEFORE THE ACADEMIC YEAR 2005/2006:

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.

The Department of Government has deemed that for the candidate to gain an overall Merit or Distinction, they must also achieve at least a Merit in the dissertation. This does not apply to the Government interdepartmental degrees - it therefore does not apply to MSc European Politics and Governance, MSc Global Politics, MSc Regulation or MSc Regulation (Research).

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  
three marks at Merit level and one mark at Pass level  
two marks at Distinction level and two marks at Pass level  
two marks at Distinction level, one mark at Merit level, and one mark at Pass level  
one mark at Distinction level and three marks at Merit level  
one mark at Distinction level, two marks at Merit level, and one mark at Pass level.

8.4.3 For a Pass:

four marks at Pass level  
one mark at Merit level and three marks at Pass level



two marks at Merit level and two marks at Pass level  
 one mark at Distinction level and three marks at Pass level  
 one mark at Distinction level, one mark at Merit level, and two marks at Pass level.

8.5 The award for candidates with one fail mark should be calculated as follows:

- 8.5.1 One bad fail mark will result in an overall fail.
- 8.5.2 Where there was one fail (but not a bad fail), the fail would be compensated by a mark of 60% or over in at least one other paper and a Pass level for the degree would be awarded.

9. **General Proviso**

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 FOR STUDENTS ENTERING BEFORE THE ACADEMIC YEAR 2005/2006:**

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<sup>2</sup> 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. The Department of Government has deemed that for the candidate to gain an overall Merit or Distinction, they must also achieve at least a Merit in the dissertation. This does not apply to the Government interdepartmental degrees - it therefore does not apply to MSc European Politics and Governance, MSc Global Politics, MSc Regulation or MSc Regulation (Research).

**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	D	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 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 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

- <sup>1</sup> For the purposes of this Code, the term 'Department' comprises both Departments and Institutes.



## Taught Masters Programme Regulations

### Key to Taught Master's Regulations

(H) means a half-unit course

(C) means this course is capped

(n/a 05/06) means not available in the 2005/06 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) AC441 Derivatives (H) AC442 Quantitative Methods for Finance and Risk Analysis (H) AC443 Asset Price Modelling (H) (n/a 05/06) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) (n/a 05/06) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) (n/a 05/06) AC470 International Financial Reporting (H) AC472 International Finance (H) AC499 Dissertation ID420 Leadership in Organisations: Theory and Practice (H) LL489 Corporate and Financial Crime 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)  
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 Interorganisational 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 \*  
SO445 Sociology of ICTs (H)  
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 The Anthropology of Kinship, Sex and Gender AN406 Political and Legal Institutions AN407 The Anthropology of Economic Institutions and their Social Transformations AN409 The Anthropology of the Mediterranean with Special Reference to Greece and Cyprus (H) (n/a 05/06) AN410 The Anthropology of Madagascar (H) (n/a 05/06) AN411 Research Methods in Social Anthropology (H) (n/a 05/06) AN412 The Anthropology of Death (H) (n/a 05/06) AN413 The Anthropology of Conflict, Revolution and War (H) (n/a 05/06) AN414 The Anthropology of Art and Communication (H) (n/a 05/06) AN415 The Anthropology of India AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 05/06) AN418 Cognition and Anthropology (H) (n/a 05/06) AN419 The Anthropology of Christianity (H) (n/a 05/06) AN420 The Anthropology of South-East Asia (H) (n/a 05/06) AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 05/06) AN422 The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 05/06) AN424 The Anthropology of Melanesia (n/a 05/06) AN425 The Anthropology of China (H) AN426 Film and Photography in Anthropological and Theory (H) (n/a 05/06) AN427 The Anthropology of South-West Asian and North African Societies (H) (05/06) AN429 The Anthropology of Southern Africa (H) (n/a 05/06) AN430 The Anthropology of Governance in the Modern State (H) (n/a 05/06) AN431 The Anthropology of Lowlands Latin America (H) (n/a 05/06) AN432 Anthropological Linguistics (H) (n/a 05/06) AN433 Anthropological Theories of Exchange (H) (n/a 05/06) AN434 The Anthropology of East and Central Africa (H) (n/a 05/06) AN435 The Anthropology of Agrarian Development and Social Change (H) (n/a 05/06) AN436 The Anthropology of Development (H) AN437 Anthropology of Learning and Cognition AN438 Law in Society: a Joint Course in Anthropology and Law*



- AN439 Anthropology and Human Rights (H)  
 AN440 Anthropology and Civil Society, The State and Citizenship (n/a 05/06)  
 AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H)  
 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) (n/a 05/06)  
 DV417 Global Civil Society (H)  
 DV418 African Development (H) (n/a 05/06)  
 DV420 Complex Emergencies (H)  
 Any other full unit or combination of two half units offered by Anthropology or Development Studies, as approved  
 AN499 Dissertation
- 4 Notes \* means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

**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 The Anthropology of 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) MA413 Games of Incomplete Information (H)
3 & 4	Two from: MA401 Computational Learning Theory and Neural Networks (H) (n/a 05/06) 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) MA412 Functional Analysis and its Applications (H) MA413 Games of Incomplete Information (H) (if not taken under 2 above)
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) OR406 Mathematical Programming: Theory and Algorithms (H) OR408 Combinatorial Optimisation (H) OR426 Computer Modelling: Applied Statistics and Simulation (H) OR427 Computer Modelling: Applied Statistics and Mathematical Programming (H) OR428 Model Building in Mathematical Programming (H) ST409 Stochastic Processes (H) ST418 Nonlinear Dynamics and the Analysis of Real Time Series (H) ST422 Time Series (H)
7	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

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 The Anthropology of Kinship, Sex and Gender AN437 Anthropology of Learning and Cognition DV411 Population and Development: an Analytical Approach (H) DV413 Environmental Change, Institutions and Development (H) DV415 Institutions and the Global Environment (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) EH411 Epidemics and Economic and Social History: From the Black Death to the Present *
4	GI405 Globalising Sexualities (H) (n/a 05/06) GI408 Cultural Constructions of the 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) LL416 Regulating New Medical Technologies (n/a 05/06) LL465 Law and Social Theory LL462 Criminal Law, Criminology and Criminal Justice LL4C1 Patent Law PH415 Philosophy and Public Policy PH405 Philosophy of the Social Sciences PH400 Philosophy of Science and Scientific Method SA407 Health Systems and Policies I (H) SA447 Foundations of Health Policy (H) SA427 Pharmaceutical Economics and Policies (H) SO418 Genes and Society SO499 Dissertation
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: GI407 Globalisation, Gender and Development GY407 Globalization, Regional Development and Policy or GY409 Globalization and Regional Development (H) or GY413 Regional Development and Policy (H) GY411 Development and Urban Social Change in the South or GY431 Cities, People and Poverty in the South (H) or GY432 Cities, Culture and Politics in the South (H) (n/a 05/06) 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) GY455 Economic Aspects of Project Appraisal (H) GY461 Globalisation and Social Change (H) SO442 Globalisation: Cities, Immigration, States (H) SO443 Spatial Approaches to Urban Sociology (H) A course from another programme *
3	GY499 Dissertation
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
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1	SO520 City Design Studio (1.5 units)
2	SO450 Foundations of Urban Studies (H) SO451 Cities by Design (H) SO452 Urban Environment (H)
3	One unit from the following: EC436 Economics of Urban and Regional Planning (H) EC437 Economic Aspects of Urban Change (H) (n/a 05/06) 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) SA464 Current Issues in Housing, Community and Regeneration Policy (H) SA479 The Development of Housing Policy (H) SA423 Social and Political Aspects of Regional and Urban Planning (H) SO442 Globalisation: Cities, Immigration, States (H) SO443 Spatial Approaches to Urban Sociology (H) 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 Democratization in East and South Asia (H) (L) (C) GV432 Government and Politics in China (H) (M) 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 05/06) GV460 Politics and Policy in Britain (H) (M) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 War, Peace and the Politics of National Self-Determination (H) (L) (C) 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) GV485 US Public Policy (H) (M) (C) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A6 The Politics of Resistance GV4A7 Russia and the Post-Soviet States: Politics and Policy GV4A8 Nationalist Conflict, Political Violence and Terrorism (C) (n/a 05/06) GV488 The Politics of Civil Wars (H) (n/a 05/06) GV489 The Second Europe (H) (C) GV4C4 Legislative Politics: US (H) (L) (C) GV4C5 Politics of Economic Policy (H) (M) (C) GV4C9 The Refashioning of Leviathan in South-East Asia (H) (M)

- GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L)  
 GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L) (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 Democratization in East and South Asia (H) (L) (C) GV432 Government and Politics in China (H) (M) 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 05/06) GV460 Politics and Policy in Britain (H) (M) GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L) GV465 War, Peace and the Politics of National Self-Determination (H) (L) (C) 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) GV485 US Public Policy (H) (M) (C) GV4A7 Russia and the Post-Soviet States: Politics and Policy (full-unit, M & L) GV4C4 Legislative Politics: US (H) (L) (C) GV4C5 Politics of Economic 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)† (n/a 05/06) 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. 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
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- 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)
- 3, 4 & 5 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 Democratization in East and South Asia (H) (L) (C)  
GV432 Government and Politics in China (H) (M)  
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 (H) (M)  
GV446 The Politics of Empire and Post Imperialism  
GV454 Parties, Elections and Governments (H) (L) (n/a 05/06)  
GV460 Politics and Policy in Britain (H) (M)  
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)  
GV465 War, Peace and the Politics of National Self Determination (H) (L) (C)  
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)  
GV485 US Public Policy (H) (M) (C)  
GV4A7 Russia and the Post-Soviet States: Politics and Policy  
GV4C4 Legislative Politics: US (H) (L) (C)  
GV4C5 Politics of Economic 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	SA403 Criminal Justice Policy
2 & 3	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 (n/a 05/06) LL445 International Criminal Law LL4B9 Corporate and Financial Crime SA429 Social Exclusion, Inequality and the 'Underclass' debate (H) SA446 Psychology and Crime (n/a 05/06) SA488 Social Policy: Goals and Issues (H) SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4C9 Social Policy: Organisation and Innovation (H) SO409 Crime and Society: Concepts and Method (C) SO424 Foundations and Key Issues in Human Rights

- 4 A course from another programme \*
- 5 A full or half-unit course from another MSc programme with permission of tutor and MSc programmes \*
- 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. SO499 Dissertation
4	

**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, Knowledge and Research Practice (H) GI405 Globalising Sexualities (H) (n/a 05/06) GI408 Cultural Constructions of the Body (H) GY414 Gender, Space and Society GY430 Contemporary Urbanism IS473 Interpretations 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 05/06) PS411 The Social Psychology of the Media (H) (n/a 05/06) 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 05/06) SO436 Sociology of Consumption (H) SO445 Sociology of ICTs (H) SO446 Psychoanalysis and Contemporary Society (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 three compulsory courses and optional courses to the value of three half units as shown.

Paper	Course number and title
1	OR418 Applied Decision Sciences †
2	ST423 Fundamentals of Decision Theory and Bayesian Statistics (H)
3	OR425 Decision Analysis in Social Context
4	Choose courses to the value of three half units from lists A and B: A. Recommended courses: OR405 Advanced Behavioural Decision Making (H) † OR411 Problem Structuring Methods (H) OR424 Analytic Frameworks for Policy Evaluation (H) † OR431 System Dynamics Modelling (H) † MA402 Game Theory 1 (H) B. Approved courses: OR401 Techniques of Operational Research (H) OR402 Operational Research in Context (H) † OR409 Dynamic Processes and Game Theory (H) OR426 Computer Modelling: Applied Statistics and Simulation (H) † ID420 Leadership in Organisations: Theory and Practice (H)

- IS472 Information Systems Management (H)  
MN415 The Analysis of Strategy A (H) (C)  
Any other graduate course, subject to approval of the course tutor.

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.

**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
	Two compulsory papers: DV406 Development Management
1	DV400 Development: Theory, History and Policy, including DV400.1 Social Research Methods in Developing Countries (H)
2	DV407 Poverty (H)
3	Courses to the value of one full unit from the following: 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) (n/a 05/06) DV417 Global Civil Society (H) DV418 African Development (H) (n/a 05/06) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV422 International Political Economy of Development (n/a 05/06) DV423 Global Political Economy of Development, I (H) DV424 Global Political Economy of Development, II (H) (n/a 05/06) EC436 The Economics of Regional and Urban Planning (H) EH416 Markets and States in Developing Economies since c.1880 GI407 Globalisation, Gender and Development GV483 Public Management Theory and Doctrine (H) GV494/MN402 Public Management: A Strategic Approach (H) GY407 Globalization, Regional Development and Policy GY408 European Economic Development Management GY409 Globalization and Regional Development (H) GY410 Aspects of European Economic Development (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) IS475 IT and Development SA435 NGO Management, Policy and Administration SA460 Urbanisation and Social Planning (n/a 05/06) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA4C2 Basic Education for Social Development (H) Another course with the approval of supervisor/course tutor DV410 Research Design and Dissertation in Development Studies
4	

**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 Social Research Methods in Developing Countries (H)
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 Transformations 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) (n/a 05/06)  
DV417 Global Civil Society (H)  
DV418 African Development (H) (n/a 05/06)  
DV420 Complex Emergencies (H)  
DV421 HIV/AIDS and Other Emerging Health Threats (H)  
DV422 International Political Economy of Development (n/a 05/06)  
DV423 Global Political Economy of Development, I (H)  
DV424 Global Political Economy of Development, II (H) (n/a 05/06)  
EC307 Development Economics †  
EC428 Development and Growth ‡  
EC436 The Economics of Regional and Urban Planning ‡  
EH416 Markets and States in Developing Economies since c.1880  
EH440 African Economic Development in Historical Perspective  
EH446 Economic Development of East and South East Asia (n/a 05/06)  
GI400 Gender Theories in the Modern World: An Interdisciplinary Approach  
GI407 Globalisation, Gender and Development  
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)  
GV4C9 The Refashioning of Leviathan in South-East Asia (H)  
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H)  
GY408 European Economic Development Management  
GY411 Development and Urban Social Change 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 (n/a 05/06)  
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 §  
SA460 Urbanisation and Social Planning § (n/a 05/06)  
SA481 Basic Population Analysis (H)  
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)  
SA4E6 Social Planning for Rural Development (H) §
- 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  
 † Students must obtain the permission of the relevant course proprietor.

### MSc Econometrics and Mathematical Economics (Two Year Programme)

Students without a satisfactory background in both economics and mathematics 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 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.

#### Year 1

- | Paper | Course number and title   |
|-------|---|
| 1     | EC309 Econometric Theory  |
| 2 & 3 | Two courses from the following list:<br>MA200 Further Mathematical Methods (Calculus) (H) and<br>MA201 Further Mathematical Methods (Linear Algebra) (H)<br>ST202 Probability, Distribution Theory and Inference<br>EC319 Mathematical Economics<br>EC411 Microeconomics for MSc Students<br>A course approved by the candidate's teachers and the Programme Director<br>In addition, preliminary year students are required to attend the<br>EC331 Quantitative Economics Project Seminars |

#### Year 2

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:<br>EC485 Topics in Advanced Econometrics<br>EC441 Advanced Microeconomics † or EC442 Advanced Macroeconomics †<br>EC476 Contracts and Organisations<br>EC483 Advanced Microeconomic Theory<br>Approved Statistics and/or Mathematics courses to the total value of one unit:<br>ST422 Time Series (H)<br>ST409 Stochastic Processes (H)<br>ST411 Regression Diagnostics and Generalised Linear Modelling (H)<br>ST421 Developments in Statistical Methods (H)<br>ST418 Non-linear Dynamics and the Analysis of Real Time Series (H)<br>Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director<br>4 One paper, to include an extended essay, from the following:<br>EC475 Quantitative Economics<br>A course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director<br>† Students must obtain the permission of the relevant course proprietor. |

### 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:<br>EH411 Epidemics and Economic and Social History: From the Black Death to the Present<br>EH412 Research Topics in Economic History (H)<br>EH416 Markets and States in Developing Economies since c1880<br>EH422 Topics in Quantitative Economic History<br>EH440 African Economic Development in Historical Perspective<br>EH446 Economic Development of East and Southeast Asia (n/a 05/06)<br>EH459 Financial and Business History: America, Europe and Japan (C)<br>EH462 Latin American Development in the Twentieth Century<br>EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (C)<br>EH477 History of Economics: From Moral Philosophy to Social Science (n/a 05/06)<br>EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (C)<br>One of the following (Lent Term only):<br>EH412 Research Topics in Economic History (H)<br>EH484 Gender, Work and Industrialisation (H) (n/a 05/06)<br>EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H)<br>EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)<br>EH487 International Economic Institutions since World War I (H)<br>EH499 Dissertation (10,000 words) |
| 4     | One of the following (Lent Term only):<br>EH412 Research Topics in Economic History (H)<br>EH484 Gender, Work and Industrialisation (H) (n/a 05/06)<br>EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H)<br>EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)<br>EH487 International Economic Institutions since World War I (H)<br>EH499 Dissertation (10,000 words)  |
| 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:<br>EC428 Development and Growth<br>EH411 Epidemics and Economic and Social History: From the Black Death to the Present<br>EH416 Markets and States in Developing Economies since c1880<br>EH422 Topics in Quantitative Economic History<br>EH440 African Economic Development in Historical Perspective<br>EH446 Economic Development of East and Southeast Asia (n/a 05/06)<br>EH459 Financial and Business History: America, Europe and Japan (C)<br>EH462 Latin American Development in the Twentieth Century<br>EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (C)<br>EH477 History of Economics: From Moral Philosophy to Social Science (n/a 05/06)<br>EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (C)<br>EH498 Dissertation (15,000 words) |
| 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):<br>EC421 International Economics<br>EC423 Labour Economics<br>EC424 Monetary Economics<br>EC426 Public Economics<br>EC427 Economics of Industry |

- EC428 Development and Growth  
 EC430 Capital Markets  
 EC453 Political Economy  
 EH422 Topics in Quantitative Economic History  
 EH477 History of Economics: From Moral Philosophy to Social Science (n/a 05/06)  
 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 (Two Year Programme)

For students registered in or before October 2004

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%.

#### Year 1

- | Paper | Course number and title  |
|-------|--|
| 1     | EC201 Microeconomic Principles I or EC202 Microeconomic Principles II  |
| 2     | EC210 Macroeconomic Principles   |
| 3     | MA100 Mathematical Methods or<br>MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or<br>MA200 Further Mathematical Methods (Calculus) (H) and<br>MA201 Further Mathematical Methods (Linear Algebra) (H) |
| 4     | One of the following:<br>EC220 Introduction to Econometrics<br>EC221 Principles of Econometrics<br>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.

#### Year 2

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):<br>EC421 International Economics<br>EC423 Labour Economics<br>EC424 Monetary Economics<br>EC426 Public Economics<br>EC427 Economics of Industry<br>EC428 Development and Growth<br>EC430 Capital Markets<br>EC453 Political Economy<br>EH422 Topics in Quantitative Economic History<br>EH477 History of Economics: From Moral Philosophy to Social Science (n/a 05/06)<br>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 (Two Year Programme)

For students registered in and after October 2005

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%.

#### Year 1

- | Paper | Course number and title  |
|-------|--|
| 1     | EC201 Microeconomic Principles I or EC202 Microeconomic Principles II  |
| 2     | EC210 Macroeconomic Principles   |
| 3     | MA100 Mathematical Methods or<br>MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or<br>MA200 Further Mathematical Methods (Calculus) (H) and<br>MA201 Further Mathematical Methods (Linear Algebra) (H) |
| 4     | EC220 Introduction to Econometrics or EC221 Principles of Econometrics   |
- Notes  
 Candidates may be allowed to substitute one other course for one of the above papers with the permission of the Course Tutor.

#### Year 2

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):<br>EC421 International Economics<br>EC423 Labour Economics<br>EC424 Monetary Economics<br>EC426 Public Economics<br>EC427 Economics of Industry<br>EC428 Development and Growth<br>EC430 Capital Markets<br>EC453 Political Economy<br>EH422 Topics in Quantitative Economic History<br>EH477 History of Economics: From Moral Philosophy to Social Science (n/a 05/06)<br>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 (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 8,000-10,000-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<br>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:<br>EH411 Epidemics and Economic and Social History: From the Black Death to the Present<br>EH416 Markets and States in Developing Economies since c1880<br>EH440 African Economic Development in Historical Perspective<br>EH446 Economic Development of East and Southeast Asia (n/a 05/06)<br>EH459 Financial and Business History: America, Europe and Japan (C)<br>EH462 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism<br>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:<br>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	GY423 Environmental Evaluation of Economic Development
2	One full unit or two half units offered by the Development Studies Institute (Not DV406 or DV415)
3	One full unit or two half units offered by the Department of Geography and Environment from the following: GY407 Globalization, Regional Development and Policy GY409 Globalization and Regional Development (H) GY411 Development and Urban Social Change in the South GY413 Regional Development and Policy (H) GY414 Gender, Space and Society 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) (n/a 05/06) GY436 Nationalism, Democracy and Development in Contemporary India (H) GY444 Environmental Assessment in the Planning Process (H) GY445 Urban Policy and Practice in the South GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) GY461 Globalisation and Social Change (H)
4	GY499 Dissertation or one full or two half units from any courses listed under 3 or offered by the Development Studies Institute

**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 should take the equivalent of three full units (including EU442 which is compulsory), following the course listing below, and a dissertation. In addition, students are required to take EU410 Interdisciplinary Research Methods and Design and EU450 European Institute: Contemporary Research, in preparation for the dissertation. Students without a strong background in economics are strongly encouraged to take EU409 as an additional course to support their studies.

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) (n/a 05/06) EU419 Socio-Economic Cohesion Policies in the EU EU420 European Union Law and Government EU421 Policy-Making in the European Union EU424 The Idea of Europe (H) EU434 Economic Transition and Integration in South-East Europe (H) EU441 The Political Economy of EU Enlargement (H) EU443 European Models of Capitalism (H) EU446 Institutions and Politics of EMU (H)
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  
EU436 Law and Governance of the Single European Market  
b. Regulation and Market Construction:  
LL430 European Community Law\*\*  
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)  
EU499 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.  
\* 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: EU434 Economic Transition and Integration in South-East Europe (H) 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: 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 GV479 Nationalism** GV498 Multiculturalism, Nationalism and Citizenship (H) † (n/a 05/06) GV4C7 Warfare and National Identity (H)

EU402 The Social Market Economy in Germany (n/a 05/06)  
EU423 Greece and the European Union (H)  
EU436 Law and Governance of the Single European Market  
EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU  
*International Relations*  
IR425 Soviet and Post-Soviet Foreign Policy †  
*Sectoral Specialisation*  
DV417 Global Civil Society (H) †  
EU424 The Idea of Europe (H)  
GV442 Globalization and Democracy (H)  
SA405 European Social Policy †  
A course from 2 above not already taken  
A relevant course from another programme\*\*  
EU499 Dissertation  
4 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.

**Part I: Foundation**

1 GV450 European Politics: Comparative Analysis (H) (M)  
2 EU435 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) (cannot be taken with IR431)  
EU430 Europeanization: The Comparative Politics of Domestic Change (H) (L)  
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) †  
GV471 Institutional Politics in the European Union - A Rational Choice Approach (H) (L)  
GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L)  
GV4A5 Public Policy Responses to International Migration (H) (L) (C) (n/a 05/06)  
GV4C6 Legislative Politics: European Union (H) (L) (C)  
IR431 EU Policy-Making in a Global Context (H) (L) (cannot be taken with EU421) (n/a 05/06)

4 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) (n/a 05/06)  
EU417 Italy in the European Union (H) (M)  
EU423 Greece and European Union (H) (M)  
EU424 The Idea of Europe (H) (M)  
EU429 Spain: Politics, Governance and European Integration (H) (L)  
EU434 Economic Transition and Integration in South-East Europe (H) (M)  
EU436 Law and Governance of the Single European Market  
EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L)  
GV439 Government and Politics in Eastern Europe (H) (L)  
GV460 Politics and Policy in Britain (H) (M)  
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)  
GV4B9 The Second Europe (H) (L) (C)  
GV4C7 Warfare and National Identity (H) (M)

A relevant half-unit course from another Stream or MSc programme\*  
Full-unit courses:

EU411 Ethnic Diversity and International Society †  
EU442 The Political Economy of European Integration (cannot be taken with EU445 or EU446) †  
GV479 Nationalism †  
GV408 European Economic Development Management †  
HY411 European Integration in the Twentieth Century  
IR416 The EU in the World  
LL430 European Community Competition Law †  
LL459 Constitutional and Institutional Law of the EU †  
SA405 European Social Policy  
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)  
GV460 Politics and Policy in Britain (H) (M)  
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)  
GV4B9 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

EU402 Social Market Economy in Germany (H) (L) (n/a 05/06)  
EU419 Socio-Economic Cohesion Policies in the EU (H) (L)  
EU424 The Idea of Europe (H) (M)  
EU430 Europeanization: The Comparative Politics of Domestic Change (H) (L)  
EU434 Economic Transition and Integration in South-East Europe (H) (M)  
EU443 European Models of Capitalism (H) (L) †  
GV438 Religion and Politics (H) (L) † (C)  
GV454 Parties, Elections and Governments (H) (L) (n/a 05/06)  
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) (n/a 05/06)  
GV4C5 Politics of Economic Policy (H) (M) (C)  
GV4C7 Warfare and National Identity (H) (M)  
GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L) (C)  
A relevant full-unit course from another Stream or MSc programme\*  
Full-unit courses:  
EU411 Ethnic Diversity and International Society †  
EU442 The Political Economy of European Integration †  
GV479 Nationalism †  
HY411 European Integration in the Twentieth Century  
IR416 The EU in the World  
SA405 European Social Policy  
A relevant full-unit course from another Stream or MSc programme\*

**Part II: Specialisation (Stream 3 - International Relations)**

3 One of the following:  
EU417 Italy in the European Union (H) (M)  
EU423 Greece and the 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)  
GV460 Politics and Policy in Britain (H) (M)  
GV463 Government and Politics in Scandinavia (H) (L)  
GV464 Conflict and Consensus in Twentieth Century Ireland (H) (L)  
GV4B9 The Second Europe (H) (L)  
A relevant half-unit course from another Stream or MSc programme\*

4 Either one full-unit course, or two half-unit courses from the following:  
Half-unit courses:

EU441 The Political Economy of EU Enlargement (H) (M) †  
IR431 European Union Policy-Making in a Global Context (H) (L) (cannot be taken with EU421) (n/a 05/06)  
IR433 The International Politics of EU Enlargement (H) (L)  
IR434 European Defence and Security (H) (M)  
Full-unit courses:  
EU442 The Political Economy of European Integration †  
HY411 European Integration in the Twentieth Century  
IR411 Foreign Policy Analysis  
IR416 The EU in the World  
IR425 Soviet and Post-Soviet Foreign Policy  
IR429 Economic Diplomacy

**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	<b>European Contextual options</b> 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 05/06)
3	<b>Other options</b> 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) 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) SA4C5 International Housing and Social Change: Shelter Needs and Strategies (H) SA4C9 Social Policy: Organisation and Innovation (H) SA4D8 Welfare State Change: Ideas, Institutions and Actors (H) SO409 Crime and Society: Concepts and Method (C)
4	A full or half unit course from another MSc programme with the approval of tutor and MSc programmes
5	SA466 Dissertation (10,000 words) to be handed in 1 September
Notes	SA4C1 Long Essay and the Research Process (not assessed) * May only be taken with permission of teacher and MSc Programme Tutor.

**MSc European Studies (Research)**

Paper	Course number and title
<b>First year:</b>	
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 EU435 History and Theory of European Integration (H)
2	MI451 Quantitative analysis 1: Description and inference (H)*
3	EU554 Research Methods and Design in European Studies
4	EU499 Dissertation
5	One full-unit from the MSc European Political Economy or MSc Politics and Government in the European Union Programmes under the specialist options or from one of the options taken under paper 1. Promotion to the second year (ie admission into the doctoral programme at the European Institute) is subject to the following conditions: Merits grade in the MSc Research in the MSc Research (with exception of MI451) Pass grade for MI451 Availability of appropriate supervision A research proposal that is evaluated as coherent by the Doctoral Programme Committee
Notes	*Assessed on a pass/fail basis

**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)

AC444 Valuation and Security Analysis (H)
AC445 Portfolio Management (H)
AC446 Market Microstructure Theory (H) (n/a 05/06)
AC447 Global Financial System (H)
AC448 Financial Intermediaries (H) (n/a 05/06)
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) AC444 Valuation and Security Analysis (H) AC445 Portfolio Management (H) AC446 Market Microstructure Theory (H) (n/a 05/06) AC447 Global Financial System (H) AC448 Financial Intermediaries (H) (n/a 05/06)

**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 Courses from the list below to the value of two full units: AN405 The Anthropology of Kinship, Sex and Gender EH484 Gender, Work and Industrialisation (H) (n/a 05/06) GI402 Gender, Knowledge and Research Practice (H) GI403 Gender and the Media (H) GI405 Globalising Sexualities (H) (n/a 05/06) GI406 Feminist Political Theory (H) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GY414 Gender, Space and Society GY461 Globalisation and Social Change (H) IR406 Gender, Justice and War (n/a 05/06) PS413 Psychology of Gender (H) (n/a 05/06) SA402 Social Policies for Ageing Populations (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C) SA493 Population, Trends and Processes in the Developing world (H) SO453 Gender and Post-Colonial Theory (H) SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)
2	A course from another programme § GI499 Dissertation
3	
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, Knowledge and Research Practice (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, 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	GI407 Globalisation, Gender and Development
3	Options to the value of 1 unit chosen from the following: DV416 Gender, Institutions and Social Development (H) (n/a 05/06) EH484 Gender, Work and Industrialisation (H) GI402 Gender, Knowledge and Research Practice (H) GI405 Globalising Sexualities (H) (n/a 05/06) GI408 Cultural Constructions of the Body (H) GY422 Gender, Work and Urbanisation (H) IR406 Gender, Justice and War (n/a 05/06) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H) 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. GI499 Dissertation.
4	

**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

**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: GY421 Gender and Development: Geographical Perspectives (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: SA4A9 Gender and European Welfare States (H) GI402 Gender, Knowledge and Research Practice (H) GI403 Gender and the Media (H) GI405 Globalising Sexualities (H) (n/a 05/06) GI406 Feminist Political Theory (H) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GY414 Gender, Space and Society GY421 Gender and Development: Geographical Perspectives (H) GY461 Globalisation and Social Change (H) PS413 Psychology of Gender (H) (n/a 05/06) SA402 Social Policies for Ageing Populations (H) 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) SA488 Ethnicity, 'Race' and Social Policy (H) SA4C9 Social Policy: Organisation and Innovation (H) (L) SO456 'Race', Ethnicity and Difference: theoretical Perspectives (H) SO458 Gender and Societies (H)

4	SO459 Gender, Identity and Difference (H) (n/a 05/06)
5	SA4C1 Long Essay and the Research Process (not assessed) 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
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	Either EH483 The Development and Integration of the World Economy in the 19th and 20th centuries (C) or HY423 Empire, Colonisation and Globalization
4	One of the following (Lent term only): EH484 Gender, Work and Industrialisation (H) (n/a 05/06) EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) EH486 Shipping and Sea Power in Asian Waters, c 1600-1860 (H) EH487 International Economic Institutions since World War I (H)
5	EH480 Dissertation in Global History (10,000 words) to be submitted by 1 September

**MSc Global Market Economics**

For students registered in or before October 2004

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
<b>Year 1</b>	
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 * IR460 Comparative Political Economy * 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)
<b>Year 2</b>	
5	EC406 Economic Policy Analysis
6	EC421 International Economics
7	EC404 Current Economic Issues (n/a 05/06)
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 Market Economics

For students registered in or after October 2005

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 programme.

To be eligible to proceed into the second year, candidates should attain at least a Pass grade in each of the four papers. If a single paper is failed, the student may proceed to the second year and resit the failed paper along with second year papers. Students failing more than one paper must resit and pass those papers before progressing to the second year.

The award and classification of the degree is determined by the marks attained in all eight papers. The School's *Scheme for the Award of a Taught Masters Degree* shall be applied on a scaled eight-unit basis, with the exception that only one failed paper (but not a bad fail) may be condoned by good performance elsewhere; one bad fail will result in an overall fail.

# For this degree, the pass mark for a 200-level course taken under papers 1, 2 or 3 is deemed to be 60.

#### Paper Course number and title

##### Year 1

1	EC411 Microeconomics for MSc Students *
2	EC413 Macroeconomics for MSc Students *
3	EC402 Methods of Economic Investigation *
4	GV478 Political Science and Public Policy

##### Year 2

5	EC406 Economic Policy Analysis
6	EC421 International Economics
7	An approved course from the paper 4 list of MSc Economics options †
8	An approved course from the MPA Public and Economic Policy +

Notes \* At the discretion of the Programme Director, and subject to timetabling, a student may be permitted to substitute not more than one of these courses with the equivalent EC200-level course. Students may also, with the permission of the relevant course proprietor, and subject to timetabling, substitute one of these courses for the equivalent Advanced-level graduate course.

† This course may be substituted by any 400-level course approved by the Programme Director, subject to availability, timetabling and any necessary permissions.

+ Subject to availability, timetabling and any necessary permissions.

### 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 at LSE. Students take a total of three LSE units and a dissertation as shown.

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 Regional Development and Policy (H) GY461 Globalisation and Social Change (H) MC401 Citizenship and the Media (H) MC403 Contemporary Issues in Media Policy (H)

MC404 Political Communication (H)  
MC409 Media, Technology and Everyday Life (H)  
MC412 Media, Ritual and Public Life (H)  
MC413 New Media, Information and Knowledge Systems (H) (C)

PS411 Social Psychology of the Media (H) (n/a 05/06)  
SO442 Globalisation: Cities, Immigration, States \* (H)  
Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers  
MC415 The Global Media Seminar (Not examined)  
MC499 Dissertation (10,000-15,000 words)

5

6

7

8

Year 2 at USC. Students take a total of 24 USC units.

COMM 598 Global Communication Research Practicum (4 USC units)  
20 USC units (normally total of 5 courses; all Communication courses 4 units each):

500 Managing Communication (4, Sp/Sm)  
501 Communication Management Pro-Seminar (4, Fa/Sp)  
502 Strategic Corporate Communication (4, Sp)  
504x Seminar in Interpersonal Communication (4, Fa, even years)

505 Communication in Work Settings (4, Fa)  
506 Images and Image Management (4, Sp)  
507 Information Management (4, Fa)  
508x Power, Politics and Conflict in Communication (4, 2 years, Sp)

509x Seminar in Classical Rhetorical Theory (4, Fa)  
510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)  
511x Seminar in Contemporary Rhetorical Theory (4, Sp)  
512x Seminar in Rhetorical Criticism (4, Fa)

513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)  
514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)  
515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)

516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)  
517x Seminar in Rhetorical Theory and Culture (4, Sp)  
518x American Public Address (4, Sp, odd years)  
519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)

520 Social Roles of Communication Media (4, Fa/Sp)  
521x Seminar in Argumentation (4, 2 years, Sp)  
522x Seminar in Kenneth Burke's Dramatistic Theory (4)  
524x Seminar in Small Group Process (4, Sp, even years)  
528 Web Designs for Organizations (4, Fa/Sp)

530 Social Dynamics of Communication Technologies (4, Sp/Sm)  
531 Communication and the International Economy (4, Fa)  
532 Development of American Media Industry (4, Fa)  
533 Emerging Communication Technologies (4, Fa/Sp)

534 The Culture of New Technologies (4, Fa/Sp)  
535 Virtual Groups and Organizations (4, Fa/Sp)  
540 Uses of Communication Research (4, Fa/Sp)  
541 Integrated Communication Strategies (4, Sp)  
542 Business Strategies of Communication and Entertainment Firms (4, Sp)

543 Managing Communication in the Entertainment Industry (4, Fa)  
544 The Arts and New Media (4, Fa)  
545 Communication and Global Competition (4, Sp)  
546 Seminar in Diffusion Theory and Research (4, 2-years, Sp)

547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)  
548 Issues in Children's Media (4, Sp)  
553 Political Economy of Global Telecommunications and Information (4, Sp)

557 Communication Policy in the Global Marketplace (4, Fa)  
558 The International Entertainment Marketplace (4, Fa)  
559 Globalization, Communication and Society (4, Fa)  
560 Communications Policy (4, Fa/Sm)

562x Cognitive Approaches to Communication (4, 2 years, Fa)  
565 Communication Law and Broadcasting (4, Fa/Sp)  
566 Communication Law and New Technologies (4, Sp)  
567 Internet Policy, Practice and Regulation (4, Fa/Sp)

570 Economics of the Communication Industries (4, Fa)  
571 Communications Technologies (4, Fa/Sp)  
572 Telephone, Data, and Video Telecommunication Systems (4, Sp)

573 Evaluating Communication Needs (4, Sp)

574 Tele-Media: A Strategic and Critical Analysis (4, Fa/Sp)

575 Advocacy and Social Change in Entertainment and the Media (4, Fa)

576 Communication Strategies for Conflict Management (4, Sm)

580 Media and Politics (4, Fa/Sp)

581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)

582 International Communication: National Development (4, Sm)

583 Global Entertainment Education Programs (4, Sp)

584 Seminar: Interpreting Popular Culture (4, Fa)

585x Organizational Communication (4, 2 years, Sp)

587 Audience Analysis (4, Fa)

605 Advanced Macro Theories of Communication I (4, 2 years, Sp)

610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)

618 Mass Media Effects (4, Fa)

620 Studies in Communication Theory (2-4, max 8, Fa/Sp)

625 Theory Construction in Communication (4, Sm)

629 Global Culture (4, Fa)

630 Communication Technology and Social Change (4, Sp)

631x Minds and Media (4, Sp)

635 Economics of Information (4, Sp)

636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)

637 Current Readings in Organizational Communication (4, 2 years, Sp)

638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)

640 Communication and Organizational Change (4, Fa)

645 Communication Networks (4, 2 years, Sp)

646 Negotiating Boundaries in Environmental Research (2)

647x Seminar on the Network Society (4, Fa)

599 Special Topics (various special one-time course offerings)

In addition to coursework offered at the Annenberg School of Communication, students may take up to a maximum of 4 units of graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement, 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.

(Fa) means Fall semester  
(Sp) means Spring semester  
(Sm) means Summer semester

Notes

### 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. All students must write a 10,000 word dissertation.

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, 4 & 5	Courses to the value of two full units selected from the following half-unit 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) (L)  
DV417 Global Civil Society (H) (L)  
DV418 African Development (H) (L) (n/a 05/06)  
DV420 Complex Emergencies (H) (M)

DV421 HIV/AIDS and Other Emerging Health Threats (H) (L)

DV422 International Political Economy of Development (n/a 05/06)

DV423 Global Political Economy of Development, I (H) (M)

DV424 Global Political Economy of Development, II (H) (L) (n/a 05/06)

EU411 Ethnic Diversity and International Society

GV432 Government and Politics in China (H) (M)

GV442 Globalisation and Democracy (H) (M)

GV446 The Politics of Empire and Post-Imperialism

GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (L) (n/a 05/06)

GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (L)

GV4C9 The Refashioning of Leviathan in South-East Asia (H) (M)

GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L)

GY436 Nationalism, Democracy and Development in Contemporary India

IR405 Sovereignty, Rights and Justice

IR406 Gender, Justice and War (n/a 05/06)

IR422 Conflict and Peace Studies

**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 (n/a 05/06)

EH462 Latin American Development in the Twentieth Century: from Liberalism to Neo-Liberalism

EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries

EU443 European Models of Capitalism (H) (L)

GV427 Democracy and Democratisation in East and South Asia (H) (L)

GV436 National and Ethnic Conflict Regulation (H) (L)

GV437 Politics and Policy in Latin America (H) (L)

GV441 The State and Prosperity (H) (L)

GV443 The State and Political Institutions in Latin America (H) (M)

GV444 Democracy and Development in Latin America (H) (L)

GV460 Politics and Policy in Britain (H) (M)

GV465 War, Peace and the Politics of National Self-Determination (H) (L) (C)

GV479 Nationalism

GV4A5 Public Policy Responses to International Migration (H) (L) (n/a 05/06)

GV4A6 The Politics of Resistance (H) (M)

GV4A7 Russia and the Post-Soviet States: Politics and Policy

GV4D2 Max Weber and Nationalism (H) (L)

GV4D4 Comparative Politics of Redistribution in Advanced Democracies

IR407 International Political Economy of the Environment

IR419 The International Relations of the Middle East

IR427 International Politics of Africa (n/a 05/06)

IR429 Economic Diplomacy

IR460 Comparative Political Economy

SA435 NGO Management, Policy and Administration

Or a course not listed approved by the MSc Convenor

GV499 Dissertation

6

### MSc Health, Community and Development

Full-year programme. Students must take courses to the value of three full units and a dissertation

#### Paper Course number and title

1	PS461 Health, Community and Development
2	M453 Fundamentals of Research Design (H) M454 Qualitative Social Research: Interview, Text and Image (H)

3 Courses to the value of one full unit from the following:

AN436 The Anthropology of Development (H)

DV420 Complex Emergencies (H)

DV421 HIV/AIDS and Other Emerging Health Trends (H)

GV4A6 The Politics of Resistance (H)

GY431 Cities, People and Poverty in the South (H)

PS418 Social Psychology of Health (H)

PS437 Representations, Institutions and Communities (H)

PS443 Modern Social Psychology (H)

PS460 Social Psychology of Racism, Multiculture and Resistance (H)

SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)

SA4C2 Basic Education for Social Development (H)

SA4C8 Globalisation and Social Policy (H)

SA4D2 Health and Population in Developing and Transitional Societies (H)

SA4D6 Health Systems and Policies in Developing Countries (H)

Either SO453 Gender and Post-Colonial Theory (H) or GY421

Gender and Development: Geographical Perspectives (H)

PS498 Dissertation in Health, Community and Development

4



**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: <b>Health Economics</b> 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) <b>Health Policy and Management</b> 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) <b>Epidemiology and Health Trends</b> 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.
Notes	* Passing this course is a requirement for passing the programme.

**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	One of the following half unit courses: DV411 Population and Development: An Analytic Approach (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) SA447 Foundations of Health Policy (H) SA481 Basic Population Analysis (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) SA4D6 Health Systems and Policies in Developing Countries (H)
3	Courses to the value of one full unit from the following: Any course not taken in 2 SA402 Social Policies for Ageing Populations (H) SA407 Health Systems and Policies (I) (H) SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA488 Social Policy Goals and Issues (H) 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 courses as shown below.

**Branch 1 - International History in the Twentieth Century**

Paper	Course number and title
1	One course from the following list: HY400 Crisis Decision-Making in War and Peace, 1914-1991 HY422 Presidents, Public Opinion and Foreign Policy: from Roosevelt to Reagan, 1933-1989 HY429 Anglo-American Relations from World War to Cold War, 1939-1991 HY435 Political Islam: From Mohamed Abduh to Osama Bin Laden HY436 Race, Violence and Colonial Rule in Africa
2 & 3	Two courses from the following list: HY408 Nationalism Communism and Conflict in East Asia, 1931-1954 HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 05/06) HY430 The Marshall Plan, the Cold War and the making of Post-war Europe HY431 The Cold War and Third World Revolutions, 1960-1990 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997 HY434 The Rise and Fall of Communism in Europe 1917-1990 HY456 Sex, Race and Slavery: The Western Experience Or: A further course from the paper 1 selection list (subject to approval by the programme director) A course from another branch of the MA/MSc History of International Relations (subject to approval by the programme director) Or a related course from another department (subject to approval by the programme director)
4	HY499 Dissertation

**Branch 2 - The Making of Contemporary Europe**

Paper	Course number and title
1	One course from the following list: HY426 The European Enlightenment, c 1680-1830 HY433 Cultural Encounters from the Renaissance to the Modern World HY451 Europe: A Persecuting Society? HY456 Sex, Race and Slavery: The Western Experience
2 & 3	Two courses from the following list: HY409 The Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 05/06) HY424 The Napoleonic Empire: The Making of Modern Europe? 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 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997 HY434 The Rise and Fall of Communism in Europe 1917-1990 Or: A further course from the paper 1 selection list (subject to approval by the programme director) A course from another branch of the MA/MSc History of International Relations (subject to approval by the programme director) Or a related course from another department (subject to approval by the programme director)
4	HY499 Dissertation

**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	
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 (n/a 05/06)	
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 War, Peace and the Politics of National Self-Determination (H) *	
GV4A6 The Politics of Resistance (H) *	
GV4A7 Russia and the Post-Soviet States: Politics and Policy *	
GV4C7 Warfare and National Identity (H)	
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.	
4	HY499 Dissertation
Notes	§ means by special permission only. * means subject to space.

**MSc Housing and Regeneration (Social Policy)**

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	SA479 Development of Housing and Urban Renewal (H) SA488 Social Policy Goals and Issues (H)
2	Optional courses to the value of two units: SA422 Housing Economics and Finance SA429 Social Exclusion, Inequality and the Underclass Debate (H) SA436 Planning and Regeneration (H) SA456 Study Skills (not assessed) SA464 Current Issues in Housing, Community and Regeneration Policy (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) SA4C9 Social Policy, Organisation and Innovation (H) Any other paper within the Department of Social Policy (with prior approval) A paper from another programme (with permission only)
3	SA4C1 Long Essay and the Research Process (not assessed)
4	SA469 Housing Dissertation

**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
<b>Part I - Research Core</b>	
1	GY403 Contemporary Debates in Human Geography Seminar (H)
2	Either MI4M1 Foundations of Social Research 1 or MI4M2 Foundations of Social Research 2
<b>Part II - Substantive Specialism</b>	
3	<b>Either Economic Geography Specialism</b> Either Local Economic Development strand (1.5 units from the following): GY407 Globalization, Regional Development and Policy 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) (n/a 05/06)

GY457 Applied Urban and Regional Economics
GY458 Real Property Market Practice (H)
<b>Or Development Specialism</b>
1.5 units from the following:
GI407 Globalisation, Gender and Development
GY411 Development and Urban Social Change 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) (n/a 05/06)
GY432 Cities, Culture and Poverty in the South (H) (n/a 05/06)
GY461 Globalisation and Social Change (H)
<b>Or Environmental Regulation Specialism</b>
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)
<b>Or Urban Specialism</b>
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) (n/a 05/06)
GY461 Globalisation and Social Change (H)
GY454 Urban Policy and Planning
SO442 Globalisation: Cities, Immigration, States (H)
SO443 Spatial Approaches to Urban Sociology (H)
<b>Or</b>
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
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**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	ID430 Organizational Behaviour (H) ID431 Organizational Change (H)
3	Two from: ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H) ID420 Leadership in Organisations: Theory and Practice (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 LL.M degree) Access is not guaranteed for any option. AN406 Political and Legal Institutions AN407 The Anthropology of Economic Institutions and their Social Transformations AN436 Anthropology of Development (H) AN438 Law in Society: A Joint Course in Anthropology and Law AN439 Anthropology and Human Rights (H) DV411 Population and Development: An Analytical Approach (H) DV417 Global Civil Society (H) DV418 African Development (H) (n/a 05/06) DV420 Complex Emergencies (H)



	DV421 HIV/AIDS and Other Emerging Health Threats (H)
	EU411 Ethnic Diversity and International Society
	GV436 National and Ethnic Conflict Regulation (H) (C)
	GV442 Globalisation and Democracy (H)
	GV443 The State and Political Institutions in Latin America (H)
	GV465 War, Peace and the Politics of National Self-Determination (H) (C)
	GV4A7 Russia and the Post-Soviet State: Politics and Policy *
	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 (n/a 05/06)
	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)
4	SO499 Dissertation
Notes	* subject to space + with the permission of the course proprietor

**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: 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 ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) LL463 Collective Labour Law and Human Rights
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 units and a dissertation as shown.

Paper	Course number and title
1	ID418 Comparative Employment Relations and Human Resource Management
2 & 3	Courses to the value of two units from the following: 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) ID416 Advanced Comparative Employment Relations (H) (n/a 05/06) ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (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 § ID499 Dissertation
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 long-essay) as shown.

Paper	Course number and title
1	SA407 Health Systems and Policies I (H)
2	SA4D9 Health Systems and Policies II with Long Essay * (H)
3-8	Courses to the value of three 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) SA405 European Social Policy SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health 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) SA4E8 Health Systems: Politics and Regulation (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
Notes	* Passing this course is a requirement for passing the programme.

**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 long-essay) as shown.

Paper	Course number and title
1	SA407 Health Systems and Policies I (H)
2	SA4D9 Health Systems and Policies II with Long Essay * (H)
3	SA408 Health Economics (H)
4	SA4C4 Cost-Effectiveness Analysis in Health Care (H)
5-8	Courses to the value of two units from the following: EC426 Public Economics MI451 Quantitative Analysis I: Description and Inference (H) MI452 Quantitative Analysis II: The Generalised Linear Model (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health 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.
Notes	* Passing this course is a requirement for passing the programme.

**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) EU435 History and Theory of European Integration (H) GV446 The Politics of Empire and Post-Imperialism * GV479 Nationalism * IR405 Sovereignty Rights and Justice IR406 Gender, Justice and War (n/a 05/06) IR407 International Political Economy of the Environment IR408 Systemic Change: The Origins and Nature of the Cold War System and its End (H) IR411 Foreign Policy Analysis III IR412 International Institutions 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 05/06)
	IR422 Conflict and Peace Studies
	IR425 Soviet and Post-Soviet Foreign Policy
	IR427 International Politics: Africa (n/a 05/06)
	IR429 Economic Diplomacy
	IR431 European Union Policy Making in a Global Context (H) (n/a 05/06)
	IR433 The International Politics of EU Enlargement (H)
	IR434 European Defence and Security (H)
	IR435 International Security (Advanced)
	IR441 International Society and World Society: English School Theory (n/a 05/06)
	IR461 Islam in International Relations A course from another programme § *
	IR499 Dissertation

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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) EU435 History and Theory of European Integration (H) GV446 The Politics of Empire and Post-Imperialism GV479 Nationalism IR405 Sovereignty Rights and Justice IR406 Gender, Justice and War (n/a 05/06) IR407 International Political Economy of the Environment IR408 Systemic Change: The Origins and Nature of the Cold War System and its End (n/a 05/06) IR411 Foreign Policy Analysis III IR412 International Institutions 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 05/06) IR422 Conflict and Peace Studies IR425 Soviet and Post Soviet Foreign Policy IR427 International Politics: Africa (n/a 05/06) IR429 Economic Diplomacy IR431 European Union Policy-Making in a Global Context (H) (n/a 05/06) IR433 The International Politics of EU Enlargement (H) IR434 European Defence and Security (H) IR435 International Security (Advanced) IR441 International Society and World Society: English School Theory (n/a 05/06) IR461 Islam in International Relations A course from another programme § IR499 Dissertation
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 (n/a 05/06) LL434 Employment Law LL437 Law of Corporate Finance (n/a 05/06)

	LL438 Fundamentals of International Business Law
	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 (n/a 05/06)
	LL4B5 Internet and New Media Law
	LL4B9 Corporate and Financial Crime
	LL4C1 Patent Law
	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) LL4B7 The European Company and Cross-Border Mergers in Europe (H) An LSE LLM or MSc course not listed here § * To be examined by 10,000-word essay and a two-hour examination. † Prior knowledge of accounting needed. ‡ For those without prior knowledge of accounting. § means by special permission only.
Notes	

**MSc Law, Anthropology and Society**

Paper	Course number and title
1	AN438 Law in Society: A Joint Course in Anthropology and Law
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 05/06) LL474 Modern Legal History (n/a 05/06) LL462 Criminal Law, Criminology and Criminal Justice LL441 Comparative Law: Theory and Practice LL465 Law and Social Theory LL4C1 Patent Law AN402 The Anthropology of Religion AN404 Anthropology: Theory and Ethnography AN405 The Anthropology of Kinship, Sex and Gender AN407 The Anthropology of Economic Institutions and their Social Transformations AN421 The Anthropology of Industrialisation and Industrial Life (n/a 05/06) AN430 The Anthropology of Governance in the Modern State (n/a 05/06) Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.
3	AN499 Dissertation

**LLM**

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes on the online *Calendar* 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. The possible titles are listed below with the courses attached to those areas listed with them. If you do not elect to have one of the titles below attached to your LLM your degree certificate will state LLM.

#### Courses

##### Banking Law and Financial Regulation

LL470 Banking Law  
LL484 Regulation of Financial Markets  
LL425 European Monetary and Financial Services Law (n/a 05/06)  
LL414 Interests in Securities (n/a 05/06)  
LL467 The Law and Practice of International Finance  
LL464 Investment Funds Law in Europe  
LL489 Corporate and Financial Crime  
LL437 Law of Corporate Finance (n/a 05/06)  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)

##### Corporate/Commercial Law

LL435 Corporate Governance  
LL437 Law of Corporate Finance (n/a 05/06)  
LL432 Commercial Equity (n/a 05/06)  
LL439 Insolvency Law: Principles and Policy  
LL438 Fundamentals of International Business Law  
LL480 The Principles of Civil Litigation  
LL433 International and Comparative Commercial Arbitration  
LL402 Alternative Dispute Resolution  
LL484 Competition Law in an International Context (H)  
LL489 Corporate and Financial Crime  
LL430 European Union Competition Law  
LL425 European Monetary and Financial Services Law (n/a 05/06)  
LL414 Interests in Securities (n/a 05/06)  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)  
LL403 Copyright and Related Rights  
LL420 Legal Regulation of Information Technology  
LL492 Elements of Taxation  
LL487 The European Company and Cross-Border Mergers in Europe (H)  
LL483 EU Regulation of State Commercial Activities (H)  
LL491 Taxation of Corporate Transactions

##### Corporate and Securities Law

LL437 Law of Corporate Finance (n/a 05/06)  
LL484 Regulation of Financial Markets  
LL414 Interests in Securities (n/a 05/06)  
LL464 Investment Funds Law in Europe  
LL467 The Law and Practice of International Finance  
LL489 Corporate and Financial Crime  
LL487 The European Company and Cross-Border Mergers in Europe (H)

##### Criminology and Criminal Justice

LL462 Criminal Law, Criminology and Criminal Justice  
LL404 Criminal Procedure and Evidence (n/a 05/06)  
LL478 Policing and Police Powers  
LL445 International Criminal Law

LL458 Mental Health Law  
LL489 Corporate and Financial Crime  
SA403 Criminal Justice Policy  
SA446 Psychology and Crime  
SO409 Crime and Society: Concepts and Method  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)

##### European Law

LL459 Constitutional and Institutional Law of the European Union  
LL418 EU Law and Governance  
LL427 Environmental Protection in the European Union: Law and Policy Developments  
LL488 Environmental Protection in the European Union: Law and Policy Developments (H) (n/a 05/06)  
LL430 European Union Competition Law  
LL425 European Monetary and Financial Services Law (n/a 05/06)  
LL482 European Union Public and Human Rights Law  
LL483 EU Regulation of State Commercial Activities (H)  
LL487 The European Company and Cross-Border Mergers in Europe (H)  
EU436 Law and Governance of the Single European Market  
EU420 European Union Law and Government (H)

##### Human Rights Law

LL453 International Protection of Human Rights  
LL409 Human Rights in the Developing World  
LL454 Human Rights of Women (n/a 05/06)  
LL452 The International Law of Armed Conflict and the Use of Force  
LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants  
LL463 Collective Labour Law and Human Rights  
LL468 Law of Human Rights in the United Kingdom (H)  
LL469 The Theory, History and Practice of Human Rights Law (H)  
LL486 Human Rights in the United Kingdom: Theory, Law and Practice  
SO424 Foundations and Key Issues in Human Rights  
LL416 Regulating New Medical Technologies (n/a 05/06)  
LL465 Law and Social Theory  
LL400 Jurisprudence and Legal Theory  
LL444 Constitutional Theory  
LL445 International Criminal Law  
LL475 Terrorism and the Rule of Law (H)

##### Information Technology and Communications Law

LL407 Media and Communications Regulation (H)  
LL421 New Media Regulation (H)  
LL420 Legal Regulation of Information Technology  
LL403 Copyright and Related Rights  
LL466 Media Law  
LL485 Internet and New Media Law  
LL4C1 Patent Law  
LL406 Introduction to Regulation (H)  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)

##### International Business Law

LL442 International Business Transactions I: Litigation  
LL443 International Business Transactions II: Substantive Law  
LL447 International Economic Law  
LL481 International Economic Law (H) (n/a 05/06)  
LL422 Globalization, Regulation and Governance (H)  
LL484 Competition Law in an International Context (H)  
LL455 International Tax Law  
LL430 European Union Competition Law  
LL480 The Principles of Civil Litigation  
LL433 International and Comparative Commercial Arbitration  
LL402 Alternative Dispute Resolution  
LL467 The Law and Practice of International Finance  
LL438 Fundamentals of International Business Law  
LL414 Interests in Securities (n/a 05/06)  
LL425 European Monetary and Financial Services Law (n/a 05/06)  
LL484 Regulation of Financial Markets  
LL489 Corporate and Financial Crime

##### Labour Law

LL434 Employment Law  
LL415 Compensation and the Law  
ID412 Labour Market Analysis: Economic Analysis of Trade Unions (H)  
ID413 Labour Market Analysis: Pay (H)  
LL463 Collective Labour Law and Human Rights

##### Legal Theory

LL400 Jurisprudence and Legal Theory  
LL465 Law and Social Theory  
LL411 Comparative Family Law (n/a 05/06)  
LL474 Modern Legal History (n/a 05/06)  
LL441 Comparative Law: Theory and Practice  
AN438 Law in Society: A Joint Course in Anthropology and Law  
LL423 International Law: Theory and Practice  
LL444 Constitutional Theory  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)  
LL416 Regulating New Medical Technologies (n/a 05/06)

LL462 Criminal Law, Criminology and Criminal Justice  
LL402 Alternative Dispute Resolution  
LL469 The Theory, History and Practice of Human Rights Law (H)  
LL475 Terrorism and the Rule of Law (H)

##### Public International Law

LL423 International Law: Theory and Practice  
LL448 International Environmental Law (n/a 05/06)  
LL451 International Law of the Sea (n/a 05/06)  
LL461 United Nations Law  
LL410 The Law and Policy of International Courts and Tribunals (n/a 05/06)  
LL454 Human Rights of Women (n/a 05/06)  
LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants  
LL422 Globalization, Regulation and Governance (H)  
LL409 Human Rights in the Developing World  
LL445 International Criminal Law  
LL447 International Economic Law  
LL481 International Economic Law (H) (n/a 05/06)  
LL452 International Law of Armed Conflict and the Use of Force  
LL453 International Protection of Human Rights  
LL475 Terrorism and the Rule of Law (H)

##### Public Law

LL444 Constitutional Theory  
LL446 Regulation: Legal and Political Aspects (n/a 05/06)  
LL406 Introduction to Regulation (H)  
LL459 Constitutional and Institutional Law of the European Union  
LL418 EU Law and Governance  
LL400 Jurisprudence and Legal Theory  
LL478 Policing and Police Powers  
LL427 Environmental Protection in the European Union: Law and Policy Developments  
LL488 Environmental Protection in the European Union: Law and Policy Developments (H) (n/a 05/06)  
LL420 Legal Regulation of Information Technology  
LL458 Mental Health Law  
LL453 International Protection of Human Rights  
LL480 The Principles of Civil Litigation  
LL468 Law of Human Rights in the United Kingdom (H)  
LL469 The Theory, History and Practice of Human Rights Law (H)  
LL475 Terrorism and the Rule of Law (H)  
EU420 European Union Law and Government (H)

##### Taxation

LL492 Elements of Taxation  
LL455 International Tax Law  
LL412 European Community Tax Law (n/a 05/06)  
LL491 Taxation of Corporate Transactions  
LL493 Tax and the Family (n/a 05/06)  
LL494 Value Added Tax (n/a 05/06)  
LL479 Issues in Taxation

##### Further options

LL477 Second Self-standing Half Unit Dissertation, if permitted (H)\*  
LL488 Second Self-standing Full Unit Dissertation, if permitted \*  
LL490 Self-standing Full Unit Dissertation, if permitted \*  
LL497 Self-standing Half Unit Dissertation, if permitted (H)\*  
LL4A1 LLM Subject Area Specialist Research Seminars ‡  
LL4A2 LLM Dissertation Seminars §

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 Globalization, Regional Development and Policy 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) EU434 Economic Transition and Integration in South-East Europe (H) GY411 Development and Urban Social Change in the South GY420 Environmental Regulation: Implementing Policy GY422 Gender, Work and Urbanisation (H) GY445 Urban Policy and Practice in the South

GY453 Geographical Aspects of Regional and Urban Planning (H)  
GY461 Globalisation and Social Change (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  
SO442 Globalisation: Cities, Immigration, States (H)  
A relevant course from another programme  
GY499 Dissertation

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#### MSc Management

Full-year programme. Students must take the four compulsory half unit courses and additional optional courses to the value of two half units and a dissertation as shown. The examination for MN403 is held in January. All other examinations take place in May/June. Any courses taken from outside the IIM which are not listed below must be consistent with the MSc Management programme.

##### 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)
2	One half-unit from the following list: MN401 Public Management Theory and Doctrine (H) MN402 Public Management: A Strategic Approach (H) MN403 Negotiation Analysis (H) MN409 Aspects of Human Resource Management (H) MN413 International Marketing: A Strategic Approach (H) MN414 International Marketing Research Topic (H) MN419 Systems Thinking and Strategic Modelling (H) MN425 Business in the Global Environment (H)
3	One half-unit from the following list: AC444 Valuation and Security Analysis (H) AC470 International Financial Reporting (H) AC490 Financial Reporting and Management: Management Accounting and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) Or any other half unit course or an unchosen half-unit course from the paper 2 list
4	MN498 Dissertation and Case Study

#### MSc Management (CEMS/IMEX Route)

Full-year programme. Students must take three half unit courses from the paper 1 list, one half unit optional course, courses which will be taken at a school/university abroad, and a dissertation as shown. The examination for MN403 is held in January. All other examinations take place in May/June.

##### Paper Course number and title

1	Three courses from: MN403 Negotiation Analysis (H) (C) MN404 Incentives and Governance in Organisations (H) MN409 Aspects of Human Resource Management (H) MN415 The Analysis of Strategy A (H) MN419 Systems Thinking and Strategic Modelling (H) MN425 Business in the Global Environment (H) (C)
2	Either AC471 International Financial Reporting (H) or another course to the value of one half unit from either the unchosen courses from the paper 1 list or any other course in the School. Students may take any course which fits in with the time restrictions of the CEMS and IMEX programmes and with the academic requirements of the CEMS and IMEX programmes.
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 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 5 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:  
 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 (n/a 05/06)  
 LL484 Regulation of Financial Markets  
 LL489 Corporate and Financial Crime  
 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 05/06)
- 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: 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) GI408 Cultural Constructions of the Body (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) MC411 Media and Globalisation (H) (C) MC412 Media, Ritual and Public Life (H) MC413 New Media, Information and Knowledge Systems (H) (C) PS411 Social Psychology of the Media (H) (n/a 05/06) PS415 The Social Psychology of Economic Life (H) PS429 The Social Psychology of Communication PS439 Science, Technology and Resistance (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 (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) GI408 Cultural Constructions of the Body (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) MC411 Media and Globalisation (H) (C) MC412 Media, Ritual and Public Life (H) MC413 New Media, Information and Knowledge Systems (H) (C) PS411 Social Psychology of the Media (H) (n/a 05/06) PS415 The Social Psychology of Economic Life (H) PS429 The Social Psychology of Communication PS439 Science, Technology and Resistance (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)
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 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) MC413 New Media, Information and Knowledge Systems (H) (C) Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers MC499 Dissertation
7	Notes
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 GV446 The Politics of Empire and Post Imperialism HY424 The Napoleonic Empire: The Making of Modern Europe? IR416 The EU in the World † or HY411 European Integration in the Twentieth Century § In the first term, either GV498 Multiculturalism, Nationalism and Citizenship (H) § or GV4D2 Max Weber and Nationalism (H) or EU429 Spain: Politics, Governance and Europe (H) § or GV4C7 Warfare and National Identity (H) and in the second term either GV427 Democracy and Democratisation in East and South Asia (H) (C) § or GV464 Conflict and Consensus in Twentieth-Century Ireland (H) § (n/a 05/06) or GV465 War, Peace and the Politics of National Self-Determination (H) (C) § 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)

PS439 Science, Technology and Resistance (H)  
 Any other MSc-level course which is offered in the School, subject to the consent of the candidate's teachers  
 MC499 Dissertation (10,000-15,000 words)

7  
 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 on this programme.

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	Either OR426 Computer Modelling: Applied Statistics and Simulation (H) † or OR427 Computer Modelling: Applied Statistics and Mathematical Programming (H) † OR404 Applied Operational Research ‡
4	Three of the following, of which at least one must be from the courses marked †: AC491 Financial Reporting and Management: Financial Reporting (H) ID420 Leadership in Organisations: Theory and Practice (H) IS471 Systems Development (H) OR405 Advanced Behavioural Decision Making (H) † ‡ OR406 Mathematical Programming: Theory and Algorithms (H) †
5	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 05/06) OR422 Decision Analysis in Theory and Practice † OR423 Topics in Decision Analysis (H) † OR424 Analytic Frameworks for Policy Evaluation (H) † ‡ OR428 Model Building in Mathematical Programming (H) † ‡ (not to be taken with OR427) OR431 System Dynamics Modelling (H) † ‡ ST402 Principles and Methods of Statistical Practice (H) † ‡ ST415 Surveys and Experiments in Social Research (H) ST419 Computational Statistics (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 # means normally available to part-time students 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 Representations (H) (n/a 05/06) PS411 Social Psychology of the Media (H) (n/a 05/06) PS413 The Psychology of Gender (H) (n/a 05/06) PS415 The Social Psychology of Economic Life (H) PS418 Social Psychology of Health (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) 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) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS451 Cognition and Culture (H) PS460 Social Psychology of Racism, Multiculture and Resistance (H) PS462 Theory and Practice of Organisational Development (H) Courses to the value of one full unit from another programme (subject to the approval of the candidate's Programme Director) PS434 Research Report*
5	
Notes	* Failures in these courses cannot be condoned. A bad fail is defined as a mark less than 35%. ‡ 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 * 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 * (n/a 05/06) PH409 Philosophical Foundations of Physics PH411 Philosophy of Biological and Cognitive Sciences PH419 Set Theory and Further Logic * 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 ‡ PH404 History of Science PH405 Philosophy of the Social Sciences ‡ PH407 Foundations of Probability PH408 Mathematical Logic ‡ (n/a 05/06) PH411 Philosophy of the Biological and Cognitive Sciences PH413 Philosophy of Economics ‡ PH416 Philosophy, Morals and Politics PH419 Set Theory and Further Logic ‡ PH420 Special Topics in the Philosophy of Natural and Social Science EH477 History of Economics: From Moral Philosophy to Social

	Science (n/a 05/06) 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. truns 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 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 05/06) 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) (n/a 05/06) 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) GV408 Contemporary Disputes about Justice (H) (n/a 05/06) 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 05/06) GV414 Greek Political Theory: Thought and Action in Plato's Political Theory (H) (n/a 05/06) 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) (n/a 05/06) GV425 Legitimation and Government (H) (n/a 05/06) GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (n/a 05/06) GV473 Contemporary Political Philosophy and the Body (H) GV475 Mill's Liberalism (H) GV476 Twentieth-Century European Liberal Thought (H) GV498 Multiculturalism, Nationalism and Citizenship (H) (n/a

	05/06) GV4A3 Social Choice Theory and Democracy (H) GV4B6 Kant's Political Philosophy (H) GV4B7 The Liberal Idea of Freedom (H) GV4D1 War and Morality (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**

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 and Power) (H)
3	MC417 Democracy and the Media (H)
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	<b>Options to the value of one unit:</b> <b>Media and Communications:</b> 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) <b>Government:</b> GV425 Legitimation and Government (H) (n/a 05/06) 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. * 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 IR435 International Security (Advanced)

	IR441 International Society and World Society: English School Theory (n/a 05/06) 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) SA481 Basic Population Analysis (H) 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 (H) GY421 Gender and Development: Geographical Perspectives (H) SA460 Urbanisation and Social Planning (n/a 05/06) SA485 Methods for Population Planning (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) (C) SA4D2 Health and Population in Developing and Transitional Societies (H) SA4D6 Health Systems and Policies in Developing Countries (H) Any other course approved by tutor *
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 (n/a 05/06) 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
Notes	Any MSc The Practice of International Affairs (PIA) students who would prefer to take the MSc International Relations or MSc International Political Economy programmes instead of the degree regulations listed above, should contact the MSc PIA Programme Director as soon as possible after the MSc PIA induction meeting on Thursday 29 September 2005.



**MPA Public and Economic Policy**

This programme has three branches. Branch 1 is a full-time, 21 month programme. Under Branches 2 and 3 students can enrol in the full-time Dual Degree MPA programmes at LSE/SIPA (Columbia University) or LSE/Sciences Po (Paris) whereby students spend one academic year at each institution. Students admitted to these programme through LSE must spend their first academic year at LSE and their second academic year at Columbia University or Sciences Po respectively.

**Branch 1 - 21-Month programme at LSE****Year 1**

Students must attend the pre-session course MI402 (unless exempted).

Paper	Course number and title
1	GV478 Political Science and Public Policy
2	GV481 Organisations, Ethics and Practical Policy Management
3	MI460 Quantitative Approaches and Policy Analysis
4	EC440 Micro and Macro Economics (for Public Policy)
5	Options courses amounting to 1 unit from the MPA Approved Options list below+

+Students may also seek approval from the Programme Director and the relevant course teacher to enrol in another MSc option. Note: all courses may not be offered each year and are subject to cancellation, substitution and timetabling constraints.

**MPA APPROVED OPTION COURSES****Welfare State Policies**

SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)  
 SA448 Foundations of Social Service Policy (H) (n/a 05/06)  
 SA4A7 Gender and Social Policy: Theory and Practice (H)  
 SA4A9 Gender and European Welfare States (H)  
 SA489 Education Policy, Reform and Financing (H)  
 SA4E7 Voluntary and Nonprofit Sector: Concepts, Theories and Policy (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) (n/a 05/06)

**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**

GV4A5 Public Policy Responses to International Migration (H)  
 IR412 International Institutions  
 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 their Social Transformations  
 DV400 Development Theory: History and Policy  
 DV407 Poverty (H)  
 DV409 Economic Development Policy\*\*\*  
 AN436 The Anthropology of Development (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\*\*  
 EC406 Economic Policy Analysis\*\*  
 EC411 Microeconomics I\*\*  
 EC413 Macroeconomics I\*\*  
 EC421 International Economics\*\*  
 EC424 Monetary Economics\*\*  
 EC426 Public Economics\*\*  
 EC427 The Economics of Industry\*\*  
 EC453 Political Economy\*\*

EH459 Financial and Business History: America, Europe and Japan  
 EH475 The Rise and Decline of Economic Policy in Twentieth-Century Europe  
 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 (n/a 05/06)  
 LL406 Introduction to Regulation (H)  
 LL407 Media and Communications Regulation (H)  
 LL421 New Media Regulation (H)  
 MC403 Contemporary Issues in Media Policy (H)  
 SO425 Regulation, Risk and Economic Life

**Governance**

GV442 Globalisation and Democracy (H)  
 GV447 Rethinking the Modern Polity: Sovereignty, Accountability and Governance (H) (n/a 05/06)  
 GV480 Introduction to Comparative Public Administration (H)  
 GV482 Public Choice and Public Policy II: Advanced Topics (H) \*\*\*

GV485 US Public Policy (H) (C)  
 GV477 Comparative Public Policy Change (H) \*\*\*  
 GV4C4 Legislative Politics: US (H) (L) (C) +  
 GV4C5 Politics of Economic Policy (H) (M) (C)  
 GV4C8 Formal Modelling of Social Interactions (H) (M)  
 PH415 Philosophy and Public Policy  
 MC400 Theories and Concepts in Media and Communications  
 AN430 The Anthropology of Governance in the Modern State (H) (n/a 05/06)  
 SO424 Foundations and Key Issues in Human Rights

**European Union**

EU419 Socio-economic Cohesion Policies in the EU (H)  
 EU420 European Union Law (H)  
 EU421 Policy Making in the EU (H)  
 EU430 Europeanization: The Comparative Politics of Domestic Change (H)  
 EU441 The Political Economy of the EU Enlargement (H)  
 EU442 The Political Economy of European Integration  
 EU443 European Models of Capitalism (H)  
 EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H)  
 GV471 Institutional Politics in the European Union: A Rational Choice Approach (H)  
 GV4C6 Legislative Politics: European Union (H) (L) (C) +  
 IR416 The EU in the World  
 LL418 European Administrative Law

**Management of Organisations**

GV483 Public Management Theory and Doctrine (H)  
 GV494/MN402 Public Management: A Strategic Approach (H)  
 ID414 Industrial Psychology (H)  
 ID410 Management of Human Resources (H)  
 ID411 International and Comparative Human Resource Management (H)  
 ID419 Cross Cultural Management (H)  
 ID420 Leadership in Organisations: Theory and Practice (H)  
 ID430 Organizational Behaviour (H)  
 ID431 Organizational Change (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 (EC400) 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.  
 + Students must not take both GV4C4 and GV4C6.

**Year 2**

Paper	Course number and title
1	Option courses totalling 2.5 units (from the MPA Approved List above). (Students may also seek approval from the Programme Director and the relevant Course Convenor to enrol in another MSc option). Note: all courses may not be offered each year and are subject to cancellation, substitution and timetabling constraints.
2	GV4D5 Group Working and Leadership (H)
3	GV4B3 MPA Capstone Project
4	GV4B5 MPA Dissertation of not more than 15,000 words

**Branch 2 - LSE/Columbia or Sciences Po Dual Degree MPA Programme**

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 or Sciences Po and follow Columbia University's or Sciences Po second year curriculum.

Students must attend the pre-session course MI402 (unless exempted).

Paper	Course number and title
1	GV478 Political Science and Public Policy
2	GV481 Organisations, Ethics and Practical Policy Management
3	MI460 Quantitative Approaches and Policy Analysis
4	EC440 Micro and Macro Economics (for Public Policy)
5	Option courses totalling 1 unit (selected from the MPA Approved list above). (Students may also seek approval from the Programme Director and the relevant course teacher to enrol in another MSc option.) Note: All courses may not be offered each year and are subject to cancellation, substitution and timetabling constraints.

**Branch 3 - LSE/Columbia or Sciences Po Dual Degree MPA Programme**

For students applying to and accepted through Columbia University or Sciences Po. Students will spend their first year at Columbia University or Sciences Po and follow Columbia University's or Sciences Po first year curriculum. Students will spend their second year at LSE and follow the curriculum below.

Paper	Course number and title
1	Option courses totalling 2.5 units (from the MPA Approved List above). (Students may also seek approval from the Programme Director and the relevant course teacher to enrol in another MSc option. Note: all courses may not be offered each year and are subject to cancellation, substitution and timetabling constraints.
2	GV4D5 Group Working and Leadership (H)
3	GV4B3 MPA Capstone Project
4	GV4B4 MPA Dissertation of not more than 10,000 words

**MSc Public Financial Policy**

For students registered before October 2005

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 Microeconomic Principles or EC413 Macroeconomics for MSc Students or EC442 Advanced Macroeconomics †
3	EC220 Introduction to Econometrics or EC402 Methods of Economic Investigation or

4	EC443 Advanced Econometrics † Approved papers+ to the value of one unit, usually drawn from: IR460 Comparative Political Economy * EH416 Markets and States in Developing Economies since 1880 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)
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**Year 2**

5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7	EC404 Current Economic Issues (n/a 05/06)
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 Financial Policy**

For students registered October 2005 and after

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 programme. To be eligible to proceed into the second year, candidates should attain at least a Pass grade in each of the four first year papers#. If a single paper is failed, the student may proceed to the second year and resit the failed paper along with the second year papers. Students failing more than one paper must resit and pass those papers before progressing to the second year.

The award and classification of the degree is determined by the marks attained in all eight papers. The School's *Scheme for the Award of a Taught Masters Degree* shall be applied on a scaled eight-unit basis, with the exception that only one failed paper (but not a bad fail) may be condoned by good performance elsewhere; one bad fail will result in an overall fail.  
#For this degree, the pass mark for a 200-level course taken under papers 1, 2 or 3 is deemed to be 60.

Paper	Course number and title
Year 1	
1	EC411 Microeconomics for MSc Students *
2	EC413 Macroeconomics for MSc Students *
3	EC402 Methods of Economic Investigation *
4	GV478 Political Science and Public Policy
Year 2	
5	EC406 Economic Policy Analysis
6	EC426 Public Economics
7	An approved course from the paper 4 list of MSc Economics options †
8	An approved option course from the MPA Public and Economic Policy +
Notes	* At the discretion of the Programme Director, and subject to timetabling, a student may be permitted to substitute not more than one of these courses with the equivalent EC200-level course. Students may also, with the permission of the relevant course proprietor, and subject to timetabling, substitute one of these courses with the equivalent Advanced-level graduate course. † This course may be substituted by any 400-level course approved by the Programme Director, subject to availability, timetabling and any necessary permissions. + Subject to availability, timetabling and any necessary permissions.



**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.

By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of their degree: MSc Public Policy and Administration (Comparative); or MSc Public Policy and Administration (Public Choice); or MSc Public Policy and Administration (Public Management).

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 EU421 Policy-making in the European Union (H) EU443 European Models of Capitalism GV403 Network Regulation (H) GV441 The State and Prosperity (H) GV471 Institutional Politics in the European Union - A Rational Choice Approach (H) GV484 Government and Politics in the USA (H) GV485 US Public Policy (H) (C) GV494/MN402 Public Management: A Strategic Approach (H) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A3 Social Choice Theory and Democracy (H) GV4C4 Legislative Politics: US (H) (L) (C) * GV4C5 Politics of Economic Policy (H) (M) (L) GV4C6 Legislative Politics: European Union (H) (L) (C) * GV4C8 Formal Modelling of Social Interactions (H) (M) GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L) (C) 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. * Students must not take both GV4C4 and GV4C6.

To qualify for a stream, the following courses must be taken:  
Comparative Public Policy and Administration stream  
GV480 Introduction to Comparative Public Administration  
GV477 Comparative Public Policy Change

Public Choice and Public Policy stream  
GV481 Public Choice and Public Policy I - Introduction  
GV482 Public Choice and Public Policy II: Advanced Topics  
If a student has strong existing knowledge of public choice, he/she may substitute an approved course for GV481, with the permission of the teacher responsible for GV482, his/her supervisor and the MSc Convenor.

Public Management and Administration stream  
GV480 Introduction to Comparative Public Administration  
GV483/MN401 Public Management Theory and Doctrine  
With the permission of the student's supervisor and the MSc Convenor, it is possible to substitute GV494 Contested Issues in Public Management for one of these courses.

**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	GY457 Applied Urban and Regional Economics
2	AC430 Corporate Finance and Asset Markets (including AC430.B on Real Estate Finance)
3	GY458 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	GY453 Geographical Aspects of Regional and Urban Planning (H)
3	SA4A3 Social and Political Aspects of Regional and Urban Planning (H)
4	GY454 Urban Policy and Planning (H)
5	Courses to the value of one unit: EC437 Economic Aspects of Urban Change (H) (n/a 05/06) EU419 Socio-economic Cohesion Policies in the EU (H) GY415 Economic Development: Global Change and Local Response (H) GY413 Regional Development and Policy (H) GY431 Cities, People and Poverty in the South GY445 Urban Policy and Practice in the South GY455 Economic Aspects of Project Appraisal (H) GY456 Issues in Environmental Regulation (H) SA464 Current Issues in Housing and Urban Policy (H) SO452 Urban Environment (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	GV499 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 Globalization, Regional Development and Policy 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	GV499 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: <b>Environmental Regulation</b> DV413 Institutions: Environmental change and Development (H) DV415 Institutions and the Global Environment (H) GY420 Environmental Regulation: Implementing Policy GY453 Geographical Aspects of Regional and Urban Planning (H) IR407 International Political Economy of the Environment * LL448 International Environmental Law PS439 Science, Technology and Resistance (H) <b>Financial and Commercial Regulation</b> 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 (n/a 05/06)

**Social Regulation**

AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformations or AN438 Law in Society: A Joint Course in Anthropology and Law \*  
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)  
LL484 Competition Law in an International Context (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/MN401 Public Management Theory and Doctrine (H)  
LL400 Jurisprudence and Legal Theory  
LL422 Globalization, Regulation and Governance (H)  
LL465 Law and Social Theory  
LL474 Modern Legal History (n/a 05/06)  
LL489 Corporate and Financial Crime  
OR424 Analytic Frameworks for Policy Evaluation (H)  
A course from another programme ‡  
LL499 Dissertation

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.  
‡ means by special permission only.  
\* means subject to agreement by the course teacher.

**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: <b>Environmental Regulation</b> DV413 Institutions: Environmental change and Development (H) DV415 Institutions and the Global Environment (H) GY420 Environmental Regulation: Implementing Policy GY453 Geographical Aspects of Regional and Urban Planning (H) IR407 International Political Economy of the Environment * LL448 International Environmental Law PS439 Science, Technology and Resistance (H) <b>Financial and Commercial Regulation</b> 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 (n/a 05/06) <b>Social Regulation</b> AN406 Political and Legal Institutions or AN407 The Anthropology of Economic Institutions and their Social Transformations or AN438 Law in Society: A Joint Course in Anthropology and Law * 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 <b>Utilities Regulation</b> 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) LL484 Competition Law in an International Context (H) <b>Government and Law</b> 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/MN401 Public Management Theory and Doctrine (H)  
LL400 Jurisprudence and Legal Theory  
LL422 Globalization, Regulation and Governance (H)  
LL465 Law and Social Theory  
LL474 Modern Legal History (n/a 05/06)  
LL489 Corporate and Financial Crime  
OR424 Analytic Frameworks for Policy Evaluation (H)  
A course from another programme ‡  
MI451 Quantitative Analysis 1: Description and Inference (H) and MI401 Concepts and Methods of Social Inquiry (H)  
LL499 Dissertation

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.  
‡ Students taking this course must have a law degree.  
‡ means by special permission only.  
\* means subject to agreement by the course teacher.

**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: AC442 Quantitative Methods for Finance and Risk Analysis (H) MA407 Algorithms and Computation (H) MA409 Continuous Time-Optimisation (H) ST422 Time Series (H) ST434 Risk Theory III (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) GV446 The Politics of Empire and Post Imperialism * GV479 Nationalism * GV4A8 Nationalism, Political Violence and Terrorism (H) (n/a 05/06) 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 ‡
4	GV499 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. 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) (n/a 05/06)



05/06)

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:

PS400 Contemporary Social Psychology (H)

PS410 Social Representations (H) (n/a 05/06)

PS411 The Social Psychology of the Media (H) (n/a 05/06)

PS413 The Psychology of Gender (H) (n/a 05/06)

PS415 The Social Psychology of Economic Life (H)

PS418 Social Psychology of Health (H)

PS421 Issues in Social Psychology: Evolutionary Social Psychology (H)

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)

PS446 Issues in Organisational and Social Psychology: Organisational Life (H)

PS451 Cognition and Culture (H)

PS460 Social Psychology of Racism, Multiculture and Resistance (H)

PS462 Theory and Practice of Organisational Development (H)

Courses to the value of one full unit from another programme (subject to the approval of the candidate's Programme Director)

PS408 Research Report: MSc Social and Public Communication\*

5 \*Failures in these courses cannot be condoned. A bad fail is defined as a mark less than 35%.

Notes

**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:

PS410 Social Representations (H) (n/a 05/06)

PS411 The Social Psychology of the Media (H) (n/a 05/06)

PS413 The Psychology of Gender (H) (n/a 05/06)

PS415 The Social Psychology of Economic Life (H)

PS418 Social Psychology of Health (H)

PS421 Issues in Social Psychology: Evolutionary Social Psychology (H)

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)

PS446 Issues in Organisational and Social Psychology: Organisational Life (H)

PS451 Cognition and Culture (H)

PS460 Social Psychology of Racism, Multiculture and Resistance (H)

PS462 Theory and Practice of Organisational Development (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).

Notes \*Failures in these courses cannot be condoned. A bad fail is defined as a mark less than 35%.

**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 The Anthropology of Kinship, Sex and Gender

AN406 Political and Legal Institutions

AN407 The Anthropology of Economic Institutions and their Social Transformations

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 05/06)

AN410 The Anthropology of Madagascar (H) (n/a 05/06)

AN411 Research Methods in Social Anthropology (H) (n/a 05/06)

AN412 The Anthropology of Death (H) (n/a 05/06)

AN413 The Anthropology of Conflict, Revolution and War (H) (n/a 05/06)

AN414 The Anthropology of Art and Communication (H) (n/a 05/06)

AN415 The Anthropology of India

AN416 The Anthropology of Hunters and Gatherers of Sub-Saharan Africa (H) (n/a 05/06)

AN418 Cognition and Anthropology (H) (n/a 05/06)

AN419 The Anthropology of Christianity (H) (n/a 05/06)

AN420 The Anthropology of South-East Asia (H) (n/a 05/06)

AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 05/06)

AN422 The Anthropology of Religious Nationalism and Fundamentalism (H) (n/a 05/06)

AN424 The Anthropology of Melanesia (H) (n/a 05/06)

AN425 The Anthropology of China (H)

AN426 Film and Photography in Anthropological Practice and Theory (H) (n/a 05/06)

AN427 The Anthropology of South-West Asian and North African Societies (H) (n/a 05/06)

AN429 The Anthropology of Southern Africa (H) (n/a 05/06)

AN430 The Anthropology of Governance in the Modern State (n/a 05/06)

AN431 The Anthropology of Lowlands Latin America (H) (n/a 05/06)

AN432 Anthropological Linguistics (H) (n/a 05/06)

AN433 Anthropological Theories of Exchange (H) (n/a 05/06)

AN434 The Anthropology of East and Central Africa (H) (n/a 05/06)

AN435 The Anthropology of Agrarian Development and Social Change (H) (n/a 05/06)

AN436 The Anthropology of Development (H)

AN437 Anthropology of Learning and Cognition

AN438 Law in Society: A Joint Course in Anthropology and Law\*

AN439 Anthropology and Human Rights (H)

AN440 Anthropology of Civil Society, the State and Citizenship (n/a 05/06)

AN444 Investigating the Philippines: New Approaches and Ethnographic Contexts (H)

AN499 Dissertation

4 \* means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

Notes

**MSc Social Anthropology (Research)**

Full-year programme. Students must take the following five courses.

**Paper Course number and title**

1 MI451 Quantitative Analysis (Anthropology) 1 or MI452

Quantitative Analysis (Anthropology) 2

2 MI453 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)

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)

SA435 NGO Management, Policy and Administration

SA436 Planning and Regeneration (H)

SA441 Planning Studies

SA446 Psychology and Crime (n/a 05/06)

SA447 Foundations of Health Policy (H)

SA448 Foundations of Social Service Policy (H) (n/a 05/06)

SA452 Social Policy Planning and Participation in Developing Countries

SA460 Urbanisation and Social Planning (n/a 05/06)

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)

SA4A9 Gender and European Welfare States (H)

SA488 Ethnicity, 'Race' and Social Policy (H)

SA489 Education Policy, Reform and Financing (H)

SA4C2 Basic Education and Social Development (H)

SA4C9 Social Policy: Organisation and Innovation (H)

SA4D5 Social Rights and Human Welfare (H)

SA4D8 Welfare State Change: Ideas, Institutions and Actors (H)

SA4E6 Social Planning for Rural Development (H)

SA4E7 Voluntary and Nonprofit Sector- Concepts, Theories and Policy (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**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 05/06)

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)

SA4B4 Child Rights, Child Poverty and Development

SA488 Ethnicity, 'Race' and Social Policy (H)

SA489 Education Policy, Reform and Financing (H)

SA4C8 Globalization and Social Policy (H)

SA4D4 Health Systems and Policies II (H)

SA4D5 Social Rights and Human Welfare (H)

SO409 Crime and Society: Concepts and Method (C)

Or a full- or half-unit course from another MSc programme subject to approval of Tutor \*

3

4 SA471 Social Policy and Planning 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 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:

GI407 Globalisation, Gender and Development

SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)

SA493 Population Trends and Processes in the Developing World (H)

SA4C2 Basic Education for Social Development (H)

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 05/06)

PS411 The Social Psychology of the Media (H) (n/a 05/06)

PS413 The Psychology of Gender (H) (n/a 05/06)

PS415 The Social Psychology of Economic Life (H)

PS418 Social Psychology of Health (H)

PS421 Issues in Social Psychology: Evolutionary Social Psychology (H)

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)

PS446 Issues in Organisational and Social Psychology: Organisational Life

PS451 Cognition and Culture (H)

PS460 Social Psychology of Racism, Multiculture and Resistance (H)

PS462 Theory and Practice of Organisational Development (H)

A course from another programme (subject to the approval of the Candidate's Programme Director)

4 PS433 Research Report\*

Notes \* Failures in these courses cannot be condoned. A bad fail is defined as a mark less than 35%.

**MSc Social Research Methods**

Full-year programme.

Part 1: Social Research Methods. Students must take courses to the value of three full units and a dissertation as shown.

Part 2: Disciplinary streams. Students must take courses to the value of one full unit in one of the ten streams as shown.

**Part 1 Social Research Methods****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



- 3 Qualitative Social Research: Interview, Text and Image (H)  
MI499 Dissertation (August)  
Notes § means by special permission only.

**Part 2 Disciplinary Streams****Sociology**

Courses to the value of one full unit from the following:

- SO407 Contemporary Political Sociology: Theories and Research Strategies  
SO408 Sociology of Religion (n/a 05/06)  
SO409 Crime and Society: Concepts and Method (C)  
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) (n/a 05/06)

**Social Psychology**

Courses to the value of one full unit from the following:

- PS404 Organisational Social Psychology  
PS411 Social Psychology of the Media (H) (n/a 05/06)  
MC402 The Audience in Media and Communications (H)  
PS413 Psychology of Gender (H) (n/a 05/06)  
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)

**Philosophy**

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

**Social Policy**

- SA451 Social Policy Research

**Statistics**

Any approved Graduate level courses in Statistics to the value of one unit, for example:

- MI456 Special Topics in Quantitative Analysis (H)  
ST415 Surveys and Experiments in Social Research (H)  
ST416 Multilevel Models (H)  
ST419 Computational Statistics (H)

**Decision and Policy Sciences**

- OR424 Analytic Frameworks for Policy Evaluation (H)

Any half unit in MSc Decision Sciences, subject to timetabling constraints, and as approved by the course tutor.

**Government**

Any Graduate level course(s) in Government, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

**Development Studies**

Any Graduate level course(s) in Development Studies, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

**Management**

Any Graduate level course(s) in Management, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

**Population**

One compulsory half unit:

- SA481 Basic Population Analysis (H)

One half unit from the following:

- DV411 Population and Development: an Analytical Approach (H)  
SA485 Methods for Population Planning (H)  
SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)  
SA493 Population Trends and Processes in the Developing World (H)  
SA4D1 Health and Population in Contemporary Developed Societies (H)  
SA4D2 Health and Population in Developing and Transitional Societies (H)

**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:  
GI408 Cultural Constructions of the Body (H)  
GV479 Nationalism  
SO407 Contemporary Political Sociology: Theories and Research Strategies  
SO408 Sociology of Religion (n/a 05/06)  
SO409 Crime and Society: Concepts and Method (C)  
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 05/06)  
SO426 Sociological Theory Part I (H)  
SO427 Sociological Theory Part II (H) (n/a 05/06)  
SO430 Economic Sociology (H)  
SO433 Cultural Theory (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)  
SO445 Sociology of ICTs (H)  
SO446 Psychoanalysis and Contemporary Society (H)  
SO451 Cities by Design (H)  
SO453 Gender and Post-Colonial Theory (H)  
SO454 The Family and the Life Course (n/a 05/06)  
SO456 'Race', Ethnicity and Difference: Theoretical Perspectives (H)  
SO457 Political Reconciliation (H)  
SO458 Gender and Societies (H)  
SO459 Gender, Identity and Difference (H) (n/a 05/06)  
SO460 Comparative Immigration (H)  
SO499 Dissertation

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**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 ST419 Computational Statistics (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) (n/a 05/06)  
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  
MI456 Special Topics in Quantitative Analysis (H)  
OR406 Mathematical Programming: Theory and Algorithms (H)  
SA481 Basic Population Analysis (H)  
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 One course from the following list:

- HY400 Crisis Decision-Making in War and Peace, 1914-1991  
HY422 Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989  
HY429 Anglo-American Relations from World War to Cold War, 1939-91  
HY435 Political Islam: From Mohamed Abduh to Osama bin Laden

- 2 HY436 Race, Violence and Colonial Rule in Africa  
Either: IR411 Foreign Policy Analysis  
or: IR429 Economic Policy

- 3 One course from the following list:  
HY408 Nationalism, Communism and Conflict in East Asia, 1931-1954  
HY409 The Origins and Conduct of the Second World War, 1935-1945

- HY411 European Integration in the Twentieth Century  
HY412 Spain and the Great Powers, 1936-1953: Civil War, World War, Cold War

- HY414 French External Relations in the Era of de Gaulle, 1940-1969 (n/a 05/06)

- HY426 The European Enlightenment, c 1680-1830  
HY430 The Marshall Plan, the Cold War and the Making of Post-War Europe

- HY431 The Cold War and Third World Revolutions, 1960-1990  
HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997

- HY433 Cultural Encounters from the Renaissance to the Modern World  
HY434 The Rise and Fall of Communism in Europe 1917-1990

- HY451 Europe: A Persecuting Society?  
HY456 Sex, Race and Slavery: The Western Experience  
GV479 Nationalism

- IR405 Sovereignty Rights and Justice  
IR412 International Institutions  
IR415 Strategic Aspects of International Relations  
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 05/06)

- IR422 Conflict and Peace Studies  
IR425 Soviet and Post-Soviet Foreign Policy  
IR427 International Politics: Africa (n/a 05/06)

- IR431 European Policy-making in a Global Context (H) (n/a 05/06)  
IR435 International Security (Advanced)

- IR441 International Society and World Society: English School Theory (n/a 05/06)

- A further course from the paper 1 selection list (subject to approval by the programme director)

- HY499 Dissertation

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**MSc Urbanisation and Development**

Full-year programme. Students must take courses to the value of four full units.

**Paper Course number and title**

- 1 GY411 Development and Urban Social Change in the South  
2 GY445 Urban Policy and Practice in the South  
3 Students choose 1 unit equivalent from the following:  
DV418 African Development (H) (n/a 05/06)  
EC437 Economic Aspects of Urban Change (H) (n/a 05/06)  
GI407 Globalisation, Gender and Development  
GY407 Globalization, Regional Development and Policy  
GY409 Globalization and Regional Development (H)  
GY413 Regional Development and Policy (H)  
GY414 Gender, Space and Society  
GY415 Economic Development: Global Change and Local Response (H)  
GY421 Gender and Development: Geographical Perspectives (H)  
GY422 Gender, Work and Urbanisation (H)  
GY423 Environmental Evaluation of Economic Development  
GY432 Cities, Culture and Politics in the South (H) (n/a 05/06)  
GY433 Planning for Sustainable Cities (H)  
GY436 Aspects of Nationalism, Democracy and Development in India  
GY455 Economic Aspects of Project Appraisal (H)  
GY461 Globalisation and Social Change (H)  
SO442 Globalisation: Cities, Immigration, States (H)  
SO443 Spatial Approaches to Urban Sociology (H)  
GY499 Dissertation on an approved topic

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**MSc Voluntary Sector Organisation**

Full-year programme. Students must take two compulsory courses to the value of one unit, optional courses to the value of two units and a dissertation as shown.

**Paper Course number and title**

- 1 SA4E7 Voluntary and Nonprofit Sector- Concepts, Theories and Policy (H)  
2 SA488 Social Policy: Goals and Issues (H)  
3 Courses to the value of two units from the following:  
ID419 Cross Cultural Management (H)  
ID420 Leadership in Organisations: Theory and Practice (H)  
ID431 Organizational Change (H)  
SA403 Criminal Justice Policy  
SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)  
SA451 Social Policy Research  
SA4C9 Social Policy: Organisation and Innovation (H)  
SA4D8 Welfare State Change: Ideas, Institutions and Actors (H)  
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 Voluntary and Nonprofit Sector Dissertation (hand in date 1 September)

Notes \* means by special permission only.



## Taught Masters Course Guides 2005/06

### 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 2005/06 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 Finance and Economics and MSc Finance and Economics (Research).

**Pre requisites:** The course assumes a knowledge of finance theory as taught in AC430 **Corporate Finance and Asset Markets** 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 AC442 **Quantitative Methods in Finance and Risk Analysis**.

**Content:** The course will include a selection of:

- i. Conceptual foundations: diversification, hedging and their limits
- ii. Value at Risk and capital allocation
- iii. Term structure models
- iv. VaR and extreme values for fixed income portfolios and derivatives
- v. Credit risk (scoring, structural models, ratings based models, intensity models)
- vi. Modelling liquidity risk and systematic risk.

**Teaching:** Lectures weekly in MT (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 2005/06 session.**

**Teacher responsible:** Professor R Anderson, A375

**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 and Safety 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.

*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); P Jorion, *Value at Risk* (McGraw-Hill, 1997); M Power, *The Audit Society: Rituals of Verification* (Oxford University Press, 1997); B A Turner & N F Pidgeon, *Man-made Disasters* (Butterworth-Heinemann, 1997).

**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 2005/06 session.**

**Teacher responsible:** Dr A J Patton, A451

**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. Students will learn both the theory and the practise of forecasting in finance.

**Content:** The following topics will be covered: introduction to time series analysis; the efficient markets hypothesis and market predictability; 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; cointegration and spurious regression.

**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 one and a half-hour written examination in the ST (75%) and a 3,000 word project (25%). **For MSc Finance and Economics students**, a one and a half-hour written examination in the ST (75%) and a 3,000 word project, (25%) or a 6,000 word dissertation (100%) on a topic to be agreed with the course teacher (AC411). 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 2005/06 session.**



**Teachers responsible:** Dr A Bhimani, A307, Mr J Dent, A210 and others  
**Availability:** Intended for students on the MSc Accounting and Finance. Other students may be admitted if they have sufficient background knowledge acquired at the undergraduate level.

**Core syllabus:** Aims to provide an advanced overview of current research and practice in the area of management accounting, 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 2005/06 session.**

**Teachers responsible:** Professor M Bromwich, A382, Dr J Horton, E307 and Dr P Frantz, E310

**Availability:** Optional course for MSc Law and Accounting and MSc 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 2005/06 session.**

**Teacher responsible:** Professor S Bhattacharya, E308 and Professor C Laux

**Availability:** Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Finance and Economics (Research) 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 (70%) and three group case assignments of 1,000 words each (30%). **For MSc Finance and Economics students,** a two-hour written examination in the ST (70%) and three group case assignments of 1,000 words each (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.

## AC430

### Corporate Finance and Asset Markets

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor A Faure-Grimaud, E309 and Professor D Vayanos, A213

**Availability:** Intended for students on the MSc Accounting and Finance, MSc Real Estate Economics and Finance, MSc Law and Accounting 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 equip students with the fundamental concepts and tools underlying modern finance, both in the asset markets and the corporate finance side. Provides a foundation for subsequent courses offered by the Department.

**Content:** In the Michaelmas Term, the course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models. In the Lent Term, the course covers corporate finance. This part starts with capital budgeting techniques, in

relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: dividend policy, decision to go public, mergers and acquisitions and possibly (time permitting) corporate governance issues.

**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.

**Written work:** At least two pieces of work per term will be assessed.

**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 2005/06 session.**

**Teachers responsible:** Dr J-P Zigrand, A454a and Rohit Rahi, A351

**Availability:** Exclusively for MSc Finance and Economics, MSc Finance and Economics (Research) and PhD Finance 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 programme, 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 Björk, *Arbitrage Theory in Continuous Time*, 2nd edn, Oxford University Press, 2004; 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 2005/06 session.**

**Teachers responsible:** Dr A J Patton, A451, Dr M Verardo, A452 and Dr V Hajivassiliou, S564

**Availability:** Exclusively for MSc Finance and Economics, MSc Finance and Economics (Research) and PhD Finance 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 and methods of moments estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; measurement error and instrumental variables; time-series modelling; predictability of asset returns; empirical market microstructure; event study analysis; econometric tests of CAPM and APT; volatility modelling; generalised method of moments estimation.

**Teaching:** 40 hours of lectures and 20 hours of classes. The first half of this course is taught jointly with EC402 **Methods of Economic Investigation**.

**Written work:** Exercises are provided each week and they are discussed in class.

**Reading list:** A complete reading list is available at the beginning of session. Will be based on Greene, *Econometric Analysis*, Prentice-Hall; Campbell, Lo & MacKinlay, *The Econometrics of Financial Markets*, Princeton University Press; selected published articles.

**Assessment:** A three-hour written examination in the ST.

## AC440 Half Unit

### Corporate Finance Theory

**This information is for the 2005/06 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 AC430 **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 2005/06 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 2005/06 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; an



introduction to the analysis of financial data using MATLAB; volatility models; 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: Peter Christoffersen, *Elements of Financial Risk Management*, Academic Press, 2003. 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 2005/06

##### Asset Price Modelling

This information is for the 2005/06 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 2005/06 session.

**Teachers responsible:** Dr P Frantz, E310 and Dr E Beccalli, A503

**Availability:** Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Finance and Economics (Research), MSc Law and Accounting, MSc Management 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, 2003). Other books

recommended include K Palepu, B Healy & V Bernard, *Business Analysis & Valuation* (South-Western College Publishing, 2003). 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 2005/06 session.

**Teacher responsible:** Professor G Connor, A353

**Availability:** MSc Accounting and Finance, MSc Law and Accounting, MSc Finance and Economics, MSc Finance and Economics (Research) 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 2005/06

##### Market Microstructure Theory

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** MSc Accounting and Finance, MSc Finance and Economics and MSc Finance and Economics (Research). 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 2005/06 session.

**Teacher responsible:** Professor S Bhattacharya, E308

**Availability:** Intended for students on the MSc Accounting and Finance,

MSc Finance and Economics and MSc Finance and Economics (Research).

**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 2005/06

##### Financial Intermediaries

This information is for the 2005/06 session.

**Teacher responsible:** Professor S Bhattacharya, E308

**Availability:** Intended for students of the MSc Accounting and Finance, MSc Finance and Economics and MSc Finance and Economics (Research); 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 Q 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 2005/06 session.

**Teacher responsible:** Professor D Cairns, A210

**Availability:** Intended for students on MSc Management, MSc Accounting and Finance, PhD Accounting 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 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 examines the fast changing international dimensions of financial reporting to external users of financial statements and the impact of those changes on business entities and their

stakeholders in different jurisdictions.

**Content:** The course deals with three interrelated issues:

1. The similarities and differences in financial reporting requirements, the influences on those requirements (including the needs of capital markets, other providers of finance, other stakeholders and taxation) and the pressures for, and resistance to, changes in those requirements.
2. The work of the International Accounting Standards Board (IASB), national standard setting bodies and the European Union on the improvement and convergence of financial reporting requirements, and the impact on, and responses from, business entities and their stakeholders.

3. The choice of accounting treatments in different jurisdictions for like transactions and events including mergers and acquisitions, foreign currency transactions, derivatives and other financial instruments, stock options and intangible assets.

The course addresses issues from a theoretical, institutional and empirical perspective. In particular, the course examines how the International Accounting Standards Board, national standard setting bodies and the European Union develop and choose financial reporting requirements, the responses of business entities and other stakeholders to their proposals and requirements and the tension between technical and political considerations in standard setting.

**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 specific countries or the choice of accounting treatments for specific transactions and events. This written work forms 30% of the assessment. Exercises and case studies are set for class discussion each week.

**Reading list:** The course makes extensive use of journal articles as well as the pronouncements of the IASB and national standard setting bodies. Relevant books covering specific parts of the course are C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative Approach* and J Flower & G Ebberts, *Global Financial Reporting*.

**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 2005/06 session.

**Teacher responsible:** Professor D Cairns, A210

**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 examines the fast changing international dimensions of financial reporting to external users of financial statements and the impact of those changes on business entities and their stakeholders in different jurisdictions.

**Content:** The course deals with three interrelated issues:

1. The similarities and differences in financial reporting requirements, the influences on those requirements (including the needs of capital markets, other providers of finance, other stakeholders and taxation) and the pressures for, and resistance to, change in those requirements.
2. The work of the International Accounting Standards Board (IASB), national standard setting bodies and the European Union on the improvement and convergence of financial reporting requirements and the impact on and responses from business entities and their stakeholders.

3. The choice of accounting treatments in different jurisdictions for like transactions and events including mergers and acquisitions, foreign currency transactions, derivatives and other financial instruments, stock options and intangible assets.

The course addresses issues from a theoretical, institutional and empirical perspective. In particular, the course examines how the International Accounting Standards Board, national standard setting bodies and the European Union develop and choose financial reporting requirements, the responses of business entities and other stakeholders to their proposals and requirements and the tension between technical and political considerations in standard setting.

**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 specific countries or the choice of accounting treatments for specific transactions and events. This written work forms 100% of the assessment. Exercises and case studies are set for class discussion each week.

**Reading list:** The course makes extensive use of journal articles as well as the pronouncements of the IASB and national standard setting bodies. Relevant books covering specific parts of the course are C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative*



Approach and J Flower & G Ebbers, *Global Financial Reporting*.

**Assessment:** MSc Management (CEMS/MEX route) students are assessed solely on the written work and class participation.

#### AC472 Half Unit International Finance

This information is for the 2005/06 session.

**Teacher responsible:** Dr E Bertero, A308

**Availability:** Intended for students on the MSc Accounting and Finance. For students choosing the pathway in International Accounting and Finance this course must be combined with AC470 **International Financial Reporting**. The course may also be of interest to students on the MSc Management and Regulation of Risk and, possibly, the MSc Finance and Economics. Other interested graduate students may be admitted by the course leader, provided they have sufficient background in finance and economics.

**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' financial management, 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 (100%). For MSc Finance and Economics students, a two-hour written examination in the ST (100%) or a 6,000 word dissertation (100%, code AC419) 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.

#### AC490 Half Unit

##### Financial Reporting and Management: Management Accounting and Control

This information is for the 2005/06 session.

**Teacher responsible:** Professor T Ahrens, A210

**Availability:** Optional for MSc Law and Accounting, MSc Management, MSc Regulation, MSc Regulation (Research) and the Diploma in Accounting and Finance. Also 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. M W Maher, C P Stickney & R L Weil *Managerial Accounting* (Thompsons, South Western, 2004).

**Assessment:** A two-hour written examination in the ST.

#### AC491 Half Unit

##### Financial Reporting and Management: Financial Reporting

This information is for the 2005/06 session.

**Teacher responsible:** Fr K McMillan, A453

**Availability:** Available on the MSc Analysis, Design and Management of Information Systems, MSc Management, MSc Operational Research, MSc Law and Accounting and the Diploma in Accounting and Finance. Also 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 2005/06 session.

**Teacher responsible:** Dr A Ellul, A212 and Professor D Webb, R413

**Availability:** Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Optional for MSc Regulation and MSc Regulation (Research)

**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 2005/06 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.

**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.

**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.

#### AN402

##### The Anthropology of Religion

This information is for the 2005/06 session.

**Teachers responsible:** Dr F Cannell, A610 and Professor M Lambeck.

**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 2005/06 session.

**Teachers responsible:** Professor C Fuller, A505, Dr C Stafford, A601 and Dr N Peabody.

**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

##### The Anthropology of Kinship, Sex and Gender

This information is for the 2005/06 session.

**Teachers responsible:** Dr C Allerton, A615 and Professor O Harris, A613.

**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 and MSc Gender.

**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 2005/06 session.

**Teachers responsible:** Dr V Beni, A613, Dr D James, A616 and Professor S Roberts, A150.

**Availability:** For MSc Social Anthropology, MSc Anthropology and Development, MSc Development Studies, MSc Human Rights, MSc Regulation and MSc Regulation (Research).

**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 their Social Transformations

This information is for the 2005/06 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, MSc Regulation and MSc Regulation (Research).

**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 Sahlin, *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 Rainforests: 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 2005/06 The Anthropology of the Mediterranean with special reference to Greece and Cyprus

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of Madagascar

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### Research Methods in Social Anthropology

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of Death

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 Cederoth, C Corlin & J Lindstrom (Eds), *On the Meaning of Death*; F H Damon & R Wagner, *Death Rituals and Life in the Societies of the Kula Ring*; J Parry, *Death in Banaras*; N Scheper-Hughes, *Death without Weeping*; J Watson & E S Rawski (Eds), *Death Ritual in Later Imperial and Modern China*. Detailed reading lists are provided at the beginning of the course.

**Assessment:** There is a two-hour examination in the ST.

#### AN413 Half Unit Not available in 2005/06

##### The Anthropology of Conflict, Revolution and War

This information is for the 2005/06 session.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of Art and Communication

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06 session.

**Teachers responsible:** Dr L Bear, A612 and Dr H Donner, A506.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of Hunters and Gatherers of Sub-Saharan Africa

This information is for the 2005/06 session.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**Core syllabus:** A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

**Content:** The course examines a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

**Teaching:** Lectures AN416 weekly, Seminars AN416.A weekly.

**Written work:** Students are expected to prepare discussion material for presentation in the seminars.

**Reading list:** R R Grinker, *Houses in the Rainforest*; S Kent (Ed), *Cultural Diversity among Twentieth-Century Foragers*; T Ingold, D Riches & J Woodburn (Eds), *Hunters and Gatherers, Vol 1: History, Evolution and Social Change, Vol 2: Property, Power and Ideology*; R B Lee, *The !Kung San*; L Marshall, *The !Kung of Nyae Nyae*; J C Woodburn, 'Egalitarian Societies', *Man*, 1982.

**Assessment:** There is a two-hour examination in the ST.

#### AN418 Half Unit Not available in 2005/06

##### Cognition and Anthropology

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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*; I Hirschfeld & S Gelman (Eds), *Mapping the Mind*; D Sperber, *Explaining Culture*; M Bloch, *Ritual, History and Power*; P Boyer, *The Naturalness of Religious Ideas*.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** There is a two-hour examination in the ST.

#### AN419 Half Unit Not available in 2005/06

##### The Anthropology of Christianity

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of South-East Asia

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 Not available in 2005/06

##### The Anthropology of Industrialization and Industrial Life

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology, MSc Law, Anthropology and Society, MSc Anthropology and Development, MPA Public and Economic Policy 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 2005/06

##### The Anthropology of Religious Nationalism and Fundamentalism

**This information is for the 2005/06 session.**

**Teachers responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### Anthropology of Melanesia

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced.

**Availability:** For MSc 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 Strüzenhoffer, *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

##### The Anthropology of China

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor S Feuchtwang, A613

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### Film and Photography in Anthropological Practice and Theory

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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

**Assessment:** There is a two-hour examination in the ST.

**Possible Films for Analysis:** Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall & MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea & Leach, *Trobriland 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*.

#### AN427 Half Unit Not available in 2005/06

##### The Anthropology of South-West Asian and North African Societies

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 Maghrébine*; P Bourdieu, *Algeria*; D Eickelman, *The Middle East: An Anthropological Approach*; E Evans-Pritchard, *The Sanusi of Cyrenaica*; E Gellner, *Muslim Society*; M Gilson, *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:** There is a two-hour examination in the ST.

#### AN429 Half Unit Not available in 2005/06

##### The Anthropology of Southern Africa

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 Spiegel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M Hunter, *Reaction to Conquest*; D James, 'I Dress in this Fashion' in H Hendrickson (Ed), *Clothing and Difference*; A Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I & P Mayer, *Townsmen or Tribesmen*; C Murray, *Black Mountain*; L Vail & L White, *Power and the Praise Poem: Southern Africa Voices in History*

Detailed reading lists are provided at the beginning of the course.

**Assessment:** There is a two-hour examination in the ST.

#### AN430 Half Unit Not available in 2005/06

##### The Anthropology of Governance in the Modern State

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology, MSc Anthropology and Development, 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 2005/06

##### The Anthropology of Lowlands Latin America

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 Piaraa*; 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 2005/06

##### Anthropological Linguistics

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### Anthropological Theories of Exchange

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**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 2005/06

##### The Anthropology of East and Central Africa

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**Core syllabus:** This course serves as an introduction to the ethnography of East and Central Africa. Topics considered include the impact of colonialism, labour migration, urbanisation, the changing nature of

kinship and gender relations, capitalism and economic transformations, and political and religious change.

**Content:** East and Central Africa have been, and continue to be, major research areas in social anthropology. The wealth of documentation and published ethnography on these areas makes them especially suitable as an empirical base from which to explore issues of primary concern to the discipline. The main focus of the course will be on Kenya, Ethiopia, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Rwanda. The central concern of the course will be the analysis of processes of social change and cultural continuity. There will be good opportunities to examine such issues as urbanisation, ethnicity, colonialism, as well as such topics as ritual, systems of ideas, witchcraft, and legal, political and economic institutions. The course offers the possibility of developing detailed ethnographic knowledge of particular communities, as well as the chance to address key theoretical issues in the context of a specific body of data. The course also enables students to understand the changing nature of anthropological theory and practice by comparing ethnographies from different periods in the discipline's development.

**Teaching:** Lectures AN434 weekly, Seminars AN434.A weekly.

**Written work:** Students are expected to prepare discussion material for presentation in the seminars.

**Reading list:** H L Moore, *Feminism and Anthropology*; D Cohen & O Odhiambo, *Siaya*; T Hakansson, *Bridewealth, Women and Land*; D Parkin, *Palms, Wine and Witnesses*; N Long, *Social Change and the Individual*; J Pottier, *Migrants No More*; K Tranberg Hansen, *Distant Companions*; P Geschiere, *The Modernity of Witchcraft*; S F Moore, *Anthropology and Africa*; J Goody, *The expansive moment*.

Detailed reading lists are provided at the beginning of the course.

**Assessment:** There is a two-hour examination in the ST.

#### AN435 Half Unit Not available in 2005/06

##### The Anthropology of Agrarian Development and Social Change

This information is for the 2005/06 session.

**Availability:** For MSc Social Anthropology and MSc Anthropology and Development.

**Core syllabus:** The course is about the economy and society of peasants, 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 peasants 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 Harris (Ed), *Rural Development Theories of Peasant Economy and Agrarian Change*, 1982; G Hart, *Power, Labour and Livelihood: Processes of Change in Rural Java* (University of California Press, 1986); J Scott, *The Weapons of the Weak* (Yale University Press, 1985); R Wade, *Village Republics: Economic Conditions for Collective Action in South India* (Cambridge University Press, 1988).

Detailed reading lists are provided at the beginning of the course.

**Assessment:** There is a two-hour examination in the ST.

#### AN436 Half Unit

##### The Anthropology of Development

This information is for the 2005/06 session.

**Teacher responsible:** Dr D James, A616

**Availability:** For MSc Social Anthropology, MSc Anthropology and Development, MSc Health, Community 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 2005/06 session.

**Teachers responsible:** Professor M Bloch, A608, Dr R Astuti, H613 and Professor C Stafford, A601

**Availability:** This course is compulsory for MSc Anthropology of Learning and Cognition, and is optional for MSc Biomedicine, Bioscience and Society, MSc Anthropology and Development and MSc Social Anthropology.

**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 in Society: A Joint Course in Anthropology and Law

This information is for the 2005/06 session.

**Teachers responsible:** Dr M Mundy, A507 and Mr R A Pottage, A358

**Availability:** The course is compulsory for MSc Law, Anthropology and Society. It is an option on MSc Human Rights, MSc Anthropology and Development, MSc Social Anthropology and the LLM. MSc Regulation and 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 AN438.A 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; Gunter 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

##### Anthropology and Human Rights

This information is for the 2005/06 session.

**Teacher responsible:** Dr M Engelke, A609

**Availability:** For MSc Social Anthropology, MSc Anthropology and Development, MSc Human Rights 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 Wilson (Ed), *Human Rights, Culture, and Context: Anthropological Perspectives*; R Rorty, "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 2005/06

##### Anthropology of Civil Society, the State and Citizenship

This information is for the 2005/06 session.

**Teacher responsible:** To be announced.

**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.

**Teaching:** 10 lectures and 10 seminars in the MT.

**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.

**Assessment:** There is a two-hour examination in the ST.

#### AN441

##### Anthropological Fieldwork Methods

This information is for the 2005/06 session.

**Teachers responsible:** Dr F Cannell, A610.

**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.

**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.

**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.

**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 2005/06 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 2005/06 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.

#### AN444 Half Unit

##### Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2005/06 session.

**Teacher responsible:** Dr F Cannell, A610

**Availability:** This is an optional course for MSc Social Anthropology and MSc Anthropology and Development students. The course is also available to MPhil Anthropology students where recommended by their supervisors, normally as part of the pre-fieldwork preparation year. This course may be taken as an outside option by master's students from other departments, as the regulations permit. It may also be taken by MPhil students from other departments as the regulations permit and with the agreement of the lecturer.

**Pre requisites:** Graduates taking this course will normally have taken or be taking a foundational course in anthropology. However, topics may be of interest to those in several disciplines. Exemptions may therefore be sought from the lecturer, e.g. for students external to the department, who wish to explore what anthropology can bring to bear on their own fields.

**Core syllabus:** This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

**Content:** This course will consider the Philippines in regional and comparative context. The course is complementary to AN223, (Anthropology of Southeast Asia) when that course is offered, but either course may also be taken singly. This course will reflect some of the new and exciting scholarly developments that have been taking place in Philippine Studies; course content may therefore vary from year to year to reflect new work of special interest. However, the course will normally offer topics in the ethnography of both the highland (tribal) and lowland (Christian) Philippines and may also include some material on the Filipino Moslems.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year); Migration, 'mail-order brides, and the Philippine diaspora'; New religious movements: Philippine colonialism and the processes of conversion; Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.; Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism. Depending on the interests of students in a particular year, I may also offer at times a topic designed to offer a taster of "research-skill" reading, where students can work towards problem solving with their own range of documents.

**Teaching:** One-hour lectures weekly, one-hour seminars weekly.

**Written work:** Students may be required to prepare discussion material for seminars.

**Reading list:** Detailed reading lists are provided at the beginning of the course, these are a selection: Michell Rosaldo, *Knowledge and Passion*; Vicente Rafael, *Contracting Colonialism*; Fenella Cannell, *Power and*



*Intimacy in the Christian Philippines*; Sally-Ann Ness, *Where Asia Smiles*; Heather L. Claussen, *Unconventional Sisterhood*; M F Manalansan, *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael, *White Love and Other Events in Filipino History*; Nicole Constable, *Maid to order in Hong Kong*; Albert Alejo, *Generating Energies in Mount Apo*.  
**Assessment:** Two-hour examination in ST (100%) for MSc students. MPhil/PhD students may be asked to complete one or two essays on topics from the course, as advised by their supervisors.

#### AN499

##### Dissertation

This information is for the 2005/06 session.

**Teacher responsible:** Dr D James, A616

**Availability:** Compulsory for MSc Social Anthropology, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society and MSc Anthropology and Development.

**Content:** The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and ethnographic context. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development, the topic should span the fields of both Social Anthropology and Development Studies - it may cover, but need not be restricted to, the area of overlap, (i.e. the anthropology of development as narrowly defined). For the MSc Anthropology of Learning and Cognition, the dissertation should draw not only on specifically anthropological literatures and engage with anthropological themes, but also make judicious use of non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy. For the MSc Law, Anthropology and Society, the dissertation may draw on both disciplines and need not be restricted to the area of overlap, i.e. the anthropology of law as narrowly defined. Students should consolidate a theme introduced during the course, developing a sustained research focus on one contemporary socio-legal problem.

**Teaching:** After deciding on a topic during the Lent term, in consultation with their tutors (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Abstracts are circulated and students attend an AN499 workshop followed by a series of specific workshops for each of the four programmes. During these, abstracts will be evaluated and commented upon. Students continue to consult their tutors during the Summer term.

**Assessment:** The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Three bound copies, with the 5-digit examination number on the front, must be submitted to the Departmental Office on or before 7th September (or, if this falls on a weekend, the first weekday after September 7th).

#### AN900 Not available in 2005/06

##### A Programme of Ethnographic Films

This information is for the 2005/06 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 2005/06 session.

**Teachers responsible:** Dr Elizabeth Francis, V408, Dr James Putzel, V502 and other DESTIN Staff

**Availability:** Core course for MSc Development Studies, MSc Development Management, MSc Anthropology and Development and MSc Population and Development. Available to MSc Environment and Development, MSc Gender, Development and Globalisation and MPA Public and Economic Policy 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: trade; international finance; industrial policy; poverty, agriculture and rural development; health; environment; governance and

democratisation.

**Teaching:** DV400 (20 two-hour lectures, MT and LT) and DV400.A (20 one-and-a-half hour seminars, MT and LT). 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); B Lomborg, *Global Crises, Global Solutions* (2004); 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 Half Unit

##### Social Research Methods in Developing Countries

This information is for the 2005/06 session.

**Teacher responsible:** Dr D Weinhold, V409

**Availability:** For MSc Development Studies and MSc Development Management students; for First Year MPhil/PhD students in DESTIN.

**Content:** The course consists of ten lectures introducing students to the basic ingredients of a research project on topics related to developing countries, including literature review, hypothesis construction, and testing. In the process we will briefly cover quantitative and qualitative methods of investigation, including basic data collection and analysis, sampling and surveying, ethnographic methods and participant observation. Where appropriate, other aspects of development research such as those relating to gender and ethical issues will be considered.

**Teaching:** Teaching will consist of ten lectures in the MT. Students will also attend 20 Visiting Lectures presenting recent research or practical experience in the development field in MT and LT. MPhil/PhD students will also attend five seminars in MT.

**Reading list:** R Ramanathan, *Introductory Econometrics with Applications*; A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*; B Pratt & P Loizos, *Choosing Research Methods: Data Collection for Development Workers*; M Bulmer & D P Warwick (Ed), *Social Research in Developing Countries: Surveys and Censuses in the Third World*; S Devereux & J Hodinott (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*; 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 2005/06 session.

**Teachers responsible:** Dr Jo Beall, V509, Dr E A Brett, V413 and Dr J P

Faguet, V511

**Availability:** A core course for MSc Development Management students.

**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, *Funding Local Governance, Small Grants for Democracy and Development*, IT Publications, 2005; 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 2005/06 session.

**Teacher responsible:** Professor Ashwani Saith

**Availability:** For students taking MSc Development Studies, MSc Development Management, MSc Environment and Development, MSc Anthropology and Development, MSc Gender, Globalisation and Development, MSc Population and Development, MSc Management of Non-Governmental Organisations 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 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 concepts of gross national product (GNP) and gross national happiness (GNH), absolute and relative poverty measures, notions of chronic poverty and socio-economic vulnerability, 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, compared, and applied, within a global frame of reference to

elicit alternative meanings of poverty, and to identify corresponding constituencies of 'the poor'.

In particular, the lectures will address the following themes:

1. POVERTY AND THE POOR: Perspectives and Paradigms
2. From GNP to GNH: From Being Rich to Being Happy
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. DECENT WORK: Just a New Slogan or a Fresh Agenda?
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 selectively 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 thereby the design of policy interventions for reducing poverty.

**Teaching:** The course will be taught during LT and will consist of 10 two-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: Lessons from a New Science'; 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; Bill Cooke & 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; Ashwani Saith, 'Social Protection, Decent Work, and Development', Discussion Paper 152/2004, Education and Outreach Programme. Geneva: International Institute for Labour Studies, 2004; 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; Martha C Nussbaum, *Women and Human Development: The Capabilities Approach*, University of Chicago Press, 2000; 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; 'Poverty and Anti-Poverty', Sixth Joan Robinson Memorial Lecture, Centre for Development Studies, Kerala, April 2005.

**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 2005/06 session.

**Teachers responsible:** Dr D Weinhold, V409 and Dr C Dumas, V410

**Availability:** This course is for students taking MSc Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and Development; MPA Public and Economic Policy 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. Topics themselves may vary from year to year but in the past macroeconomic topics discussed have included 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 have included 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 two-hour lectures (lasting approx 90 min each) and 20 seminars/classes of one-and-a-half hours each.

**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%).

**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).

#### DV410

##### Research Design and Dissertation in Development Studies and Development Management

This information is for the 2005/06 session.

**Teachers responsible:** Dr Jo Beall, Dr Elizabeth Francis, Dr James Putzel and all DESTIN staff

**Availability:** Compulsory for MSc Development Studies and MSc Development Management.

**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 dissertation workshops and tutorials 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 dissertation workshops.

**Teaching:** Students will attend individual tutorial sessions with supervisors during MT and LT to identify a research topic and to design research proposals, which must be approved by the supervisor. There will be one two-hour lecture on dissertation preparation at the end of the LT and prior to the submission of proposals at the beginning of the ST. Proposals will be evaluated, commented upon and approved by staff. Students will present their research proposals during dissertation workshops to be held in the ST.

**Assessment:** Students will submit a research proposal of not more than 2,000 words at 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 2005/06 session.

**Teacher responsible:** Professor Tim Dyson, V505

**Availability:** This course is for students taking MSc Population and Development, MSc Development Studies, MSc Development Management, MSc Environment and Development, MSc Health, Population and Society, MSc Human Rights, MSc Social Policy (Research), MSc Biomedicine, Bioscience and Society and MSc Social Research Methods. It is also available to all 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 change 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:** 10 x one-and-a-half hour lectures and 10 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 2005/06 session.

**Teacher responsible:** Dr Tim Forsyth, V503

**Availability:** For students taking MSc Development Studies, MSc Development Management, MSc Biomedicine, Bioscience and Society, MSc Environment and Development, MSc Politics of the World Economy, MSc International Relations, MSc International Relations (Research), MSc Population and Development, MSc Anthropology and Development, MPA Public and Economic Policy, MSc Regulation and MSc Regulation (Research) 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-hour 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 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 (et al), *The Drama of the Commons: Understanding Common Pool Resource Management*, National Academy Press, 2002; R Peet & M Watts (Eds), *Liberation Ecologies: Environment, Development, Social Movements*, Routledge 2004.

**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 2005/06 session.

**Teacher responsible:** Dr Tim Forsyth, V503

**Availability:** The course is primarily intended for students taking MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Environment and Development, MSc Biomedicine, Bioscience and Society, MSc Politics of the World Economy, MSc International Relations, MSc International Relations (Research), MSc Global Politics, MPA Public and Economic Policy, MSc Regulation and MSc Regulation (Research) 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-hour lectures in LT, with one one-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 such as www.iisd.org. For examples: S Buck, *The Global Commons: An Introduction*, Earthscan (1998); J Clapp and P Dauverge, *Paths to a Greener World: the Political Economy of the Global Environment*, MIT Press, 2005; L Elliot, *The Global Politics of the Environment*, Macmillan (1998); 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).

**Assessment:** Two-hour examination (80%) - answer two questions (of seven) in two hours. Essay of no more than 2,000 words (20%). These essays may be based on class presentations.

#### DV416 Half Unit Not available in 2005/06

##### Gender Institutions and Social Development

This information is for the 2005/06 session.

**Teacher responsible:** Dr P Sen, U103

**Availability:** For MSc Development Studies; MSc Development Management; MSc Anthropology 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 Working the Hoe: Lessons from Rural Africa for Feminist Theory and Development Practice* (1995); N Folbre, *Who Pays for the Kids? Gender and Structures of Constraint*

(1994); E Francis, *Making a Living: Changing Livelihoods in Rural Africa* (2000); L Haddad et al, *Intra Household Resource Allocation in Developing Countries* (1997); 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 2005/06 session.

**Teachers responsible:** Professor M Kaldor, M206

**Class teachers:** Sabine Selchow, Iavor Rangelov

**Availability:** For MSc Development Studies, MSc Anthropology and Development, MSc Development Management, 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 hour seminars which will be student-led.

**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%).

**Reading list:** H Anheier, M Glasius & M Kaldor (Eds), *Global Civil Society 2001 & Global Civil Society 2004/5*, OUP, 2001 & Sage 2004; 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; M Glasius, H Anheier & M H Kaldor, *Global Civil Society 2002*; M Glasius, D Lewis & H Seckinlein, *Exploring Civil Society: Political and Cultural Contexts*; 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 Khilnani, *Civil Society: History and Possibilities*, Cambridge University Press, 2001; 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, *Globalisation: an Introduction*, 2000.

#### DV418 Half Unit Not available in 2005/06

##### African Development

This information is for the 2005/06 session.

**Teachers responsible:** Dr T Allen, V402 and Dr D Keen, V504

**Availability:** For students taking MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Urbanisation and Development, MSc Global Politics, 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 2005/06 session.**

**Teacher responsible:** Dr David Keen, V504

**Availability:** For students taking MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc Population and Development, MSc Environment and Development, MSc Human Rights, MSc Global Politics, MSc Management of Non-Governmental Organisations and MSc Health, Community and Development.

**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 2005/06 session.**

**Teacher responsible:** Professor Tim Dyson, V505

**Availability:** For students taking MSc Development Management, MSc Development Studies, MSc Global Politics, MSc Health Population and Society, MSc Population and Development, MSc Health, Community and Development, MSc Human Rights and MSc Biomedicine, Bioscience and Society. Also available to all 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 nvjd. But a major 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. Much 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 Not available in 2005/06

##### International Political Economy of Development

**This information is for the 2005/06 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.

**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).

**Reading list:** A detailed reading list is presented at the beginning of the term.

#### DV423 Half Unit

##### Global Political Economy of Development, I

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor R Wade, V501

**Availability:** For MSc Development Studies, MSc Development Management and MSc Global Politics. This course and DV424 (Global Political Economy of Development II) are complements. The two half-unit courses should be taken in sequence.

**Core syllabus:** The 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. We focus on the performance of the world economy as a whole, and on international systems for production, trade, finance, including the principles and rules upon which interaction on a world scale is based. But in contrast to most thinking in international political economy, we look at these things from the perspective of the low and middle-income countries. The course does not deal directly with the global economic multilaterals like the IMF, the World Bank, the WTO; these are the focus of the follow-on course, DV424.

**Teaching:** Ten lectures and ten seminars in MT.

**Written work:** Students will write one essay of 3,500 words, due at the beginning of LT.

**Reading list:** Core texts: John Ravenhill (ed), *Global Political Economy*, OUP, 2005; Robert O'Brien and Marc Williams, *Global Political Economy*, Palgrave, 2004.

**Assessment:** Assessment will be based on a two-hour examination in the ST (70%) and the 3,500 word essay (30%).

#### DV424 Not available in 2005/06

##### Global Political Economy of Development, II

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr K Shadlen, DESTIN

**Availability:** For MSc Development Studies, MSc Development Management and MSc Global Politics. This course and DV423 (Global Political Economy of Development, I) are complements. The two half-unit courses should be taken in sequence.

**Core syllabus:** This course examines the politics of the international economy. We analyze the overarching rules and regulations that structure the international economy, and thereby provide context for development policy; and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organizations.

**Content:** The first week, which synthesizes a variety of explanations of the role that international organizations play in global politics, establishes the theoretical spine for the course. We then spend two weeks examining governance in international sovereign debt, public and private. We analyze the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyze the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. In weeks 4-8 we analyze the politics of international trade, investment, and intellectual property. This cluster of five sessions is organized around a dialogue between multilateral and regional frameworks for integration into the global economy. While the principal multilateral organizations of concern while examining international debt are the International Monetary Fund and World Bank, for this section of the course the World Trade Organization (WTO) serves as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organization with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment

and intellectual property. Finally, we focus explicitly on the resurgence of new, North-South, bilateral and regional trade/investment agreements, focusing on the implications of such agreements for development and the factors that contribute to their proliferation.

The final two weeks serve as two-pronged conclusion. We assess alternatives for reforming global multilateral economic organizations, e.g. the Bank, Fund, and WTO. Our focus this week is on these entities as inter-governmental organizations. That is, this week is not designed to assess and consider proposals to modify international regulations in debt, finance, trade, investment, IPRs, and so on (i.e. the substantive issue-areas under the remit of these organizations), so much as to consider how the organizations themselves can be reformed. In the final week, which is designed as a synthesis, we take a step back and analyze contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labor, and another regarding "humanitarianism" and poverty reduction.

**Teaching:** Ten lectures and ten seminars LT.

**Written work:** Students will write one essay of 3,500 words, due at the beginning of the ST.

**Reading list:** A detailed reading list is presented at the beginning of term.

**Assessment:** Assessment will be based on a two-hour examination in the ST (70%) and the 3,500 word essay (30%).

#### EC400

##### September Introductory Course (Economics)

**This information is for the 2005/06 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 2005/06 session.**

**Teachers responsible:** Dr V Hajivassiliou, S564, Dr C Julliard, S682, and Professor A Manning, R451

**Availability:** The course is for MSc Economics, MSc Economics and Economic History, MSc Economics and Philosophy, MSc Global Market Economics, MSc Public Financial Policy, MPA Public and Economic Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor (including MSc European Political Economy: Integration). 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. 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 Not available in 2005/06

##### Current Economic Issues

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor S Pischke, Dr E Yashiv and others

**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 2005/06 session.**

**Teachers responsible:** Dr R Burgess, R524, Professor A Manning, R451 and Professor J Van Reenen, R430

**Availability:** This course is for 2nd year students on the MSc Global Market Economics and MSc Public Financial Policy. It is also available to MPA Public and Economic Policy students with the permission of the MSc Economics tutor.

**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 2005/06 session.**

**Teachers responsible:** Professor M Piccione, S477 and Professor M Pesendorfer, S878

**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, MSc Econometrics and Mathematical Economics (Two Year Programme), MPA Public and Economic 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:** 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.

**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 2005/06 session.**

**Teachers responsible:** Professor D Quah, S486 and Dr C Julliard, S682

**Availability:** This course is for MSc Economics, MSc Economics and Economic History, MSc Economics and Philosophy, MSc Global Market Economics and MSc Public Financial Policy. With the approval of the Programme Director, MSc Finance and Economics and MPA Public and Economic Policy students with the required background may be permitted to take this course. 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. M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996 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 2005/06 session.**

**Teachers responsible:** Professor A Venables, S877 and others

**Availability:** This course is for MSc Economics, MSc Global Market Economics and for other graduate students (MPA Public and Economic Policy) 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 MSc Economics, MSc Econometrics and Mathematical Economics, and MSc 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 2005/06 session.**

**Teachers responsible:** Professor A Manning, R451 and Dr B Petrongolo, R435

**Availability:** This course is for MSc 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 MSc Economics or MSc 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 2005/06 session.**

**Teachers responsible:** Dr A Sarychev, S482 and Dr K Aoki, S686

**Availability:** This course is for MSc Economics, MSc European Political Economy: Integration and for other graduate students (MPA Public and Economic Policy) 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-Fleming 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 MSc Economics or MSc 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 2005/06 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 International Health Policy, MSc International Health Policy (Health Economics) and for other graduate students (MPA Public and Economic Policy) 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 three-hour written examination in the ST. Additionally, students taking MSc Economics, MSc Econometrics and Mathematical Economics and MSc 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 2005/06 session.

**Teachers responsible:** Dr P Davis, R518, Professor M Schankerman, R516 and Dr P Schmidt-Dengler

**Availability:** This course is for MSc Economics and for other graduate students (MPA Public and Economic Policy) 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:** Thirty hours of lectures 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 MSc Economics or MSc 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 2005/06 session.

**Teachers responsible:** Professor T Besley, R527 and Professor M Ghatak, R530

**Availability:** This course is for MSc Economics, MSc Economic History (Research), MSc Development Studies, MSc European Political Economy: Transition, MPA Public and Economic Policy 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 MSc Economics or MSc 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 2005/06 session.

**Teacher responsible:** Professor A Faure-Grimaud, S309

**Availability:** This course is for MSc 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 MSc Economics or MSc 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 2005/06 session.

**Teacher responsible:** Professor C M E Whitehead, S377

**Availability:** MSc Regional and Urban Planning Studies, MSc Development Management, MSc Development Studies, MSc City Design and Social Science. 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 Not available in 2005/06

### Economic Aspects of Urban Change

This information is for the 2005/06 session.

**Teachers responsible:** Professor C M E Whitehead, S377 and Professor Ian Gordon, S513.

**Availability:** Option for MSc Regional and Urban Planning Studies, MSc Urbanisation and Development, MSc City Design and Social Science and MSc Human Geography (Research). Other graduate students are welcome to attend. Students should be able to understand and use basic economic concepts.

**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; London as a case study.

**Teaching:** 10 (one-hour) lectures in the LT and 10 (one-and-a-half hour) seminars in the LT.

**Reading list:** P McCann, *Urban and Regional Economics*; P Balchin et al, *Urban Economics: A Global Perspective*; T Jacobs, *Cities and the Wealth of Nations*; P Krugman, *Geography and Trade*; P Cheshire & D Hay, *Urban Problems in Western Europe: an economic analysis*; S Feinstein, I Gordon & M Harloe, *Divided Cities*; N Buck et al, *Working Capital*. 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 2005/06 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 2005/06 session.

**Teachers responsible:** Professor L Felli, S478 and Professor A Prat, R522

**Availability:** This course is for the MRes/PhD Economics and PhD Finance. 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 and MSc Finance and Economics (Research).

**Pre requisites:** A good undergraduate knowledge of economic theory and calculus is required.

**Core syllabus:** The aim of the course is to:

- introduce the basic analytical tools that are necessary to conduct research in any field in economics.
- give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
- 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 2005/06 session.

**Teachers responsible:** Professor F Caselli, S875 and Professor C Pissarides, S677

**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 and MSc Econometrics and Mathematical Economics.

**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:**

- Recursive techniques
- 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 Jungqvist & 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 2005/06 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.

**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 2005/06 session.

**Teachers responsible:** Dr A Thornley, S420 and Professor C M E Whitehead, S377

**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**.

#### EC453

##### Political Economy

This information is for the 2005/06 session.

**Teacher responsible:** Professor T Besley, R527 and others

**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MPA Public and Economic Policy and other Graduate students only with the permission of the course lecturer.

**Pre requisites:** Intermediate level microeconomics, macroeconomics and econometrics.

**Core syllabus:** An advanced treatment of Political Economy, covering theory, evidence and current issues. The course material will expand the capacity of students to think about policy relevant issues at the intersection between economics and political science.

**Content:** Politics as information aggregation; politics as a principal agent problem.

Political Economy and Public Finance.

Constitutional rules and policy outcomes; bureaucracy.

Political development.

Media; lobbying.

Campaign finance; political parties.

Direct democracy; turnout in elections.

Ethnic policies; international conflicts.

**Teaching:** 18 two-hour lectures MT and LT. Ten one-hour classes MT and LT.

**Written work:** Some work with data sets provided by the instructors. At least one written assignment for handing in.

**Reading list:** Most of the reading is from journal articles; lists will be supplied at the start of each term. Two books supply the basic framework: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005 and T Persson & G Tabellini, *Political Economics: Explaining Political Outcomes*, MIT Press, 2000.

**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics or MSc 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.

#### EC475

##### Quantitative Economics

This information is for the 2005/06 session.

**Teachers responsible:** Dr B Guimaraes, S665 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.

**Pre requisites:** 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); J Jungqvist & 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 2005/06 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, PhD Accounting 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 2005/06 session.

**Teachers responsible:** Professor M Piccione, S477 and Dr E Eyster, S475

**Availability:** This course is for MSc Econometrics and Mathematical Economics, MSc Applicable Mathematics, PhD Accounting 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).

**Teaching:** Lectures/classes EC483: 40 MT and LT.

**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.

**Assessment:** A three-hour written examination in the ST.

#### EC484

##### Econometric Analysis

This information is for the 2005/06 session.

**Teachers responsible:** Professor M Delgado and Dr M Seo, S585

**Availability:** This course is for MSc Econometrics and Mathematical Economics, MSc Statistics 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 2005/06 session.

**Teachers responsible:** Dr V Hajivassiliou, S564 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 Change

This information is for the 2005/06 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).

**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.

**Introductory reading:** D North, *Institutions, Institutional Change and Economic Performance* (1990); T G Rawski (Ed), *Economics and the Historian* (1996); K Pomeroy, *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 Sheph (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).

**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 2005/06 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.

**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.

**Introductory reading:** 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).

**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 2005/06 session.

**Teacher responsible:** Dr Patrick Wallis, C319

**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).

**Introductory reading:** 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 2005/06 session.

**Teachers responsible:** Dr E H Hunt and other members of the Economic History Department.

**Availability:** Optional course for MSc 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

##### Markets and States in Developing Economies c1880

This information is for the 2005/06 session.

**Teachers responsible:** Dr Colin Lewis, C320 and 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 Global Politics 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.

**Introductory reading:** 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 2005/06 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, MSc Economic History (Research) 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.

**Introductory reading:** Y S Brenner, H Kaelble & M Thomas (Eds), *Income Distribution in Historical Perspective* (1991); P Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); B Eichengreen & T Hatton (Eds), *Interwar Unemployment in International Perspective* (1988); D Galeason, *Markets in History: Economic Fluctuations of the Past* (1989); C Goldin, *Understanding the Gender Gap* (1990); G Litecap, *Contracting for Property Rights* (1989); J Mokyr (Ed), *The British Industrial Revolution: an Economic Perspective* (1993); D C Mowery & N Rosenberg, *Technology and the Pursuit of Economic Growth* (1989); B van Ark & N Crafts (Eds), *Quantitative Aspects of Postwar European Economic* (1996).

**Assessment:** The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a 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

##### African Economic Development in Historical Perspective

This information is for the 2005/06 session.

**Teacher responsible:** Dr Gareth Austin, C314

**Availability:** For MSc Economic History, MSc Economic History (Research), MA/MSc History of International Relations, 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 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; environmental constraints and the 'backwardness' or 'appropriateness' of African technology. 20th century topics: Modes of agricultural production; the economics and politics of 'peasant' and settler farming.

**Coercion and labour markets:** from slave to free labour in Nigeria and the struggles over black miners' wages in South Africa. Manufacturing in Africa: constraints and opportunities. The 'capitalism and apartheid' debate in South Africa.

**Post-colonial economic growth:** have over-interventionist states and rent-seeking been the main constraints? Poverty, inequality and food insecurity: increased by cash crops, migrant labour and population growth?

**Economics of violent conflict, 1950s-90s:** 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 and lectures 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).

**Introductory reading:** 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); C Feinstein, *Conquest, Discrimination and Development: An Economic History of South Africa* (2005); A Zeleza, *A Modern Economic History of Africa*, Vol 1, *The Nineteenth Century* (1993); F Cooper, *Africa Since 1940* (2002); R Bates, *Essays on the Political Economy of Rural Africa* (1983); and the novels by Ngugi Wa Thiong'o, *Petals of Blood* (1977) and A K Armah, *The Beautiful (sic) Ones Are Not Yet Born* (1968).

**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 Not available in 2005/06

##### Economic Development in East and Southeast Asia

This information is for the 2005/06 session.

**Teacher responsible:** Dr Kent G Deng, C413

**Availability:** For MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History, MA/MSc History of International Relations and MSc Development Studies. Students taking MSc Global Politics and 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 nations 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).

**Introductory reading:** 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 2005/06 session.

**Teachers responsible:** Dr Tim Leunig, C322 and Dr Terry Gourvish

**Availability:** For MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History and MPA Public and Economic Policy. 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.

**Introductory reading:** 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 2005/06 session.

**Teacher responsible:** Dr Colin Lewis, C320

**Availability:** For MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History, MA Area Studies (Latin America), MA/MSc History of International Relations. Students taking MSc Global

Politics and 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, important-substituting developmental programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s, heterodox attempts at stabilisation in the 1980s and current neo-liberal 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 under-pinnings - 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.

**Introductory reading:** 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 2005/06 session.

**Teachers responsible:** Mr Dudley Baines, C514 and Dr Jordi Domenech, C313

**Availability:** For MSc Economic History, MSc Economic History (Research), MSc Economics and Economic History and MPA Public and Economic Policy. 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.

**Introductory reading:** 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 2005/06

##### History of Economics: From Moral Philosophy to Social Science

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability and restrictions:** This course is for MSc Economic History, MSc Economic History (Research), MSc Economics and MSc Philosophy of the Social Sciences. 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 2005/06 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 4 September 2006. 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 2005/06 session.

**Teachers responsible:** Dr Gareth Austin, C314, Professor Patrick O'Brien, E488 and Professor Nicholas Crafts, C515

**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:** The 'project' of global history; the natural environment and global history; science and technology in global history; the industrial revolution as a conjuncture in global history; meaning and evolution of the 'world economy'; culture and economic change in global history; states and state systems; tools for global economic history; ideas from modern economics, political economy and economic history; the post-modern challenge to metanarrative; strategies for writing global history.

**Teaching:** Taught during the MT. Weekly two-hour lectures 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).

**Introductory reading:** K Pomeranz, *The Great Divergence* (2000); J Diamond, *Guns, Germs and Steel* (1998); E Jones, *Growth Recurring: economic change in world history* (1988); D Landes, *The Wealth and Poverty of Nations* (1998); A Frank, *Re-Orient: global economy in the Asian Age* (1998); D North, *Institutions, Institutional Change and Economic Performance* (1990); C Bayly, *The Birth of the Modern World 1780-1914: Global Connections and Comparisons* (2004); A G Hopkins (Ed), *Globalization in World History* (2002); D Smith, D Solinger & S Topik (Eds), *States and Sovereignty in the Global Economy* (1999); W G Runciman, 'The "Triumph" of Capitalism as a Topic in the Theory of Natural Selection', *New Left Review*, 210 (1995).

**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 2005/06 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 end of the fifth week of the LT, and one by the end of the ninth week of the LT.

**Introductory reading:** 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 I (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 2005/06 session.

**Teachers responsible:** Professor Nicholas Crafts, C321, Professor Janet Hunter, C414, Dr Tim Leunig, C312 and Mr Dudley Baines, C514

**Availability:** Optional course for MSc Global History, MSc Economic History and MSc Economic History (Research). Students taking MSc Global Politics 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).

**Introductory reading:** 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 Gungwu (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 Not available in 2005/06

##### Gender, Work and Industrialisation

This information is for the 2005/06 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. Empirical evidence will focus mainly on Britain, the United States, Japan and Russia, but reference will also be made to the experience of other countries, in order to achieve a more global picture. Students will also be expected to develop their own case studies.

**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).

**Introductory reading:** 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 & L Frader (Eds), *Gender and Class in Modern Europe* (1966); 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 2005/06 session.

**Teacher responsible:** Professor Patrick O'Brien, E488

**Availability:** Optional course for students taking MSc Global History and MSc 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:** 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.

**Introductory reading:** 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

##### Shipping and Sea Power in Asian Waters, c 1600-1860

This information is for the 2005/06 session.

**Teacher responsible:** Dr Kent G Deng, C413

**Availability:** Optional course for students taking MSc Global History, MSc Economic History and MA/MSc History of International Relations. 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).

**Introductory reading:** 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-P'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

**Assessment:** A two-hour written examination.

#### EH487 Half Unit

##### International Economic Institutions since World War I

This information is for the 2005/06 session.

**Teacher responsible:** Professor Nicholas Crafts, C515

**Availability:** Optional course for students taking MSc Global History and MSc 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:** The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

**Content:** The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and Content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an Assessment of what is genuinely new about late 20th compared with late 19th century globalization.

**Teaching:** Taught during the LT. 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).

**Introductory reading:** 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.

#### EH498

##### Dissertation- MSc Economic History (Research)

This information is for the 2005/06 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.

**Assessment:** The final dissertation, which must be handed in by 4 September 2006, 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.

**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.

#### EH499

##### Dissertation- MSc Economic History

This information is for the 2005/06 session.

**Teachers responsible:** All teachers of taught courses within the Economic History Department

**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 4 September 2006. Marks will be deducted for late submission. The dissertation will not be returned to the student, who should therefore make a copy before submission.

## EU400

### The Political Economy of Transition

This information is for the 2005/06 session.

**Teacher responsible:** Professor N Barr, J102

**Availability:** Optional course for MSc European Political Economy; Transition, MSc European Studies (Research), MSc Russian and Post-Soviet Studies and MSc Russian and Post-Soviet Studies (Research). 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, *Postsocialist Pathways*, Cambridge University Press, (1998).

**Assessment:** A three-hour written examination in June.

## EU402 Half Unit Not available in 2005/06

### Social Market Economy in Germany

This information is for the 2005/06 session.

**Teacher responsible:** Professor S Collignon, J216

**Availability:** Recommended for MSc European Politics and Governance, MSc European Political Economy: Integration and MSc European Political Economy: Transition. 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 Merkl (Ed), *German Unification in the European Context*, Penn State Press, 1993; K Larres (Ed), *Germany since Unification*, 2nd edn; *The Development of the Berlin Republic*, Palgrave, 2001; K Dyson (Ed), *The politics of German regulation*, Dartmouth, 1992; T Lange & G Pugh, *The economics of German unification. An introduction*, Elgar, 1998; Dumont & Louis, *German Ideology: from France to Germany and Back*, University of Chicago Press, 1994; Dumont & Louis, *Essays on Individualism: Modern Ideology in Anthropological Perspective*, University of Chicago Press, 1992.

**Assessment:** One two-hour, written examination in June.

## EU409

### Basic Economic Concepts for European Political Economy

This information is for the 2005/06 session.

**Teacher responsible:** Dr W Scheikle, J210

**Availability:** MSc European Political Economy: Transition and MSc European Political Economy: Integration. 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; national accounts; 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 2005/06 session.

**Teacher responsible:** Dr Robert Hancke, J209

**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

### Ethnic Diversity and International Society

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Jackson Preece, J206

**Availability:** For MSc Nationalism and Ethnicity, MSc Human Rights, MSc Global Politics, 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 or the European Institute Office.

**Assessment:** One three-hour examination in June.

## EU417 Half Unit

### Italy in the European Union

This information is for the 2005/06 session.

**Teacher responsible:** Dr R Leonardi, J108

**Availability:** For MSc European Politics and Governance, MSc Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America).

**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 2005/06 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 MPA Public and Economic 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 2005/06 session.

**Teacher responsible:** Mr Damian Chalmers

**Availability:** Option for MSc European Politics and Governance, LLM, MSc European Political Economy: Integration and MPA Public and Economic Policy. Available to MSc European Social Policy students 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 LT; one lecture and one seminar in ST.

**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*.

**Essential preliminary reading:** S Hix, *The Political System of the EU*; J Shaw, *Law of the European Union*.

**Assessment:** One two-hour, written examination in the ST.

## EU421 Half Unit

### Policy-making in the European Union

This information is for the 2005/06 session.

**Teacher responsible:** Dr Robert Leonardi

**Availability:** Option for MSc European Politics and Governance, MSc European Political Economy: Integration, MPA Public and Economic Policy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and MSc European Social Policy.

**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:** 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 Hérietier, *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 2005/06 session.

**Teachers responsible:** Professor Kevin Featherstone, J218; Dr Spyros Economides, J202 and Dr Vassilis Monastriotis, J205



**Availability:** Primarily for students taking MSc European Politics and Governance, MSc European Political Economy: Integration and MSc European Political Economy: Transition, 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 Parliamentarism 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.

#### EU424 Half Unit

##### The Idea of Europe

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Simon Glendinning, J107.

**Availability:** Available on MSc European Political Economy: Transition, MSc European Political Economy: Integration and MSc European Politics and Governance.

**Core syllabus:** The development of the idea of Europe with special reference to its thematisation in modern philosophy. Varieties of Eurocentrism and anti-Eurocentrism. The boundaries of Europe. The distinction between 'civilisation' and 'barbarism'. The validity of concepts of 'The West' and of 'Western Civilisation'. What does it mean to be a European today?

**Content:** Europe has never been indifferent to its own meaning and significance. The course explores some of the key texts in the movement of modern European self-identification, particularly as it has been articulated within the mainstream of recent European (including British) philosophy. The course will introduce and critically explore the idea that Europe is not just a specific geographical region or regional economic power but the 'spiritual leader' of a global mission, a 'vanguard' for humanity. Our studies will keep in view that Europe today has reached a point at which it is no longer so certain that the global authority of the 'European spirit' is or should be unquestionable, and we will also look at texts in which a critique of Eurocentrism has become an explicit theme.

**Teaching:** 10 weekly one-hour lectures (MT) and 10 weekly one-and-a-half hour seminars (MT).

**Written work:** One 2,500 word unassessed essay.

**Reading list:** Hannah Arendt, *The Origins of Totalitarianism*; Isaiah Berlin, *The Crooked Timber of Humanity*; R J Collingwood, *The New Leviathan*; Norman Davies, 'Introduction' to *Europe: A History*; Jacques Derrida, *The Other Heading: Reflections on Today's Europe*; Martin Heidegger, *An Introduction to Metaphysics*; Edmund Husserl, *The Crisis of European Sciences*; G W F Hegel, *Lectures on the Philosophy of History*; J-P Sartre, *Existentialism is a Humanism*; Paul Valéry, 'Notes on the Greatness and Decline of Europe' in *his History and Politics*.

**Assessment:** One two-hour written examination in June.

#### EU429 Half Unit

##### Spain: Politics, Governance and Europe

**This information is for the 2005/06 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* (2005); Richard Gunther, José Ramón Montero & Joan Botella, *Democracy in Modern Spain* (2004); 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 2005/06 session.**

**Teachers responsible:** Professor K Featherstone, J218 and others

**Availability:** MSc European Politics and Governance, MSc European Political Economy: Integration, MPA Public and Economic Policy 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 Mény, P Muller & J-L Quermonne (Eds), *Adjusting to Europe*, Routledge.

**Assessment:** One two-hour examination in ST.

#### EU434 Half Unit

##### Economic Transition and Integration in South-East Europe

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr V Monastriotis, J205

**Availability:** Optional course for MSc European Political Economy: Integration, MSc European Political Economy: Transition, MSc European Politics and Governance and MSc Local Economic Development.

**Pre requisites:** A basic understanding of economics is desirable but not necessary.

**Core syllabus:** Examination of the economic links between SE European countries (investment, migration and trade) with emphasis on the prospects for economic development, problems of market transition, and the process of European accession/integration.

**Content:** The course examines the recent history and expectations about trade, economic migration and investment flows within SE Europe and assesses the extent and prospects of economic integration in the region. It explores the local production structures and capabilities in the region's national and regional economies; the design and compatibility of national economic policies and institutions; the country disparities in macro-economic performance; and the structural problems of economic transition and integration. Attention is paid to Greece as the historical EU partner in SE Europe and its role for the economic development and European integration of the region. The course relates the above issues to the question of policy harmonisation and Europeanisation of the region, in relation to the current and future waves of enlargement of the EU.

**Teaching:** 10 lectures (weekly, MT); 10 seminars (weekly, MT).

**Written work:** One 2,000 word unassessed essay

**Reading list:** N V Gianaris, *The Economics of the Balkan Countries*, New York, Praeger (1982); N V Gianaris, *Geopolitical and Economic Changes in the Balkan Countries*, London, Greenwood, Praeger (1996); S Bianchini & M Uvalic (Eds), *The Balkans and the Challenge of Economic Integration - Regional and European Perspectives*, Ravenna, Longo Editore (1997); N Christodoulakis & G Petrakos, *Economic Developments in the Balkan Countries and the Role of Greece: From Bilateral Relations to the Challenge of Integration*, Centre for Economic Policy Research Discussion Paper: 1620 (1997);

J Minic (Ed), *South Eastern Europe 2000 - A View from Serbia*, Belgrade, Stubovi kulture (1999);

V Gligorov (Ed), *Balkan Reconstruction: Economic Aspects*, Vienna Institute for International Economic Studies (WIIW); G Petrakos & S Totev (Eds), *The development of the Balkan region*, Aldershot (2001); C Parakevopoulos, A Kintis & A Kondonassis (Eds), *Globalization and the Political Economy of Trade Policy*, Studies in Economic Transformation and Public Policy. Toronto: APF Press (2001);

H Gibson (Ed), *Economic Transformation, Democratization and Integration into the European Union: Southern Europe in Comparative Perspective*, Houndmills, UK and New York: Palgrave (2001);

G Korres & G Bitros (Eds), *Economic Integration: Limits and Prospects*, Houndmills, UK and New York: Palgrave (2002);

A Kotios & G Petrakos (Eds), *Restructuring and Development in Southeastern Europe*, SEED Centre, University of Thessaly Press, Greece (2002);

G Petrakos & P Liargovas (Eds), *Regional Development and Cross-Border Cooperation in Southeastern Europe*, SEED Centre, University of Thessaly Press, Greece (2003).

**Assessment:** One two-hour written examination in June.

#### EU435 Half Unit

##### History and Theory of European Integration

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor K Featherstone, J218

**Availability:** Course available only for MSc European Politics and Governance, MSc European Studies (Research), MSc International Relations and MSc International Relations (Research) students.

**Core syllabus:** The course seeks to give students an understanding of the dynamics of West European integration over the past 50 years; the relevance and value of different theoretical explanations of the integration process; and, the role of the EU institutions in the integration process; and theories of integration.

**Content:** Theorising European integration; neo-functional, federalist, and intergovernmental approaches; contemporary theoretical debates. 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; Ben Rosamund, *Theories of European Integration*, Macmillan, 2000; Brent Nelson & Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (3rd edn), Lynne Rienner, 2003; A Moravsk, *The Choice for Europe: Social Purpose & State Power from Messina to Maastricht*, London, UCL Press, 1998; John Peterson & Michael Shackleton, *The Institutions of the European Union*, Oxford 2002.

**Assessment:** An unseen, two-hour written examination in the ST (100%).

#### EU436

##### Law and Governance of the Single European Market

**This information is for the 2005/06 session.**

**Teacher responsible:** Damian Chalmers, J106

**Availability:** Optional for MSc European Politics and Governance, LLM, MSc European Political Economy: Integration and MSc European Political Economy: Transition.

**Pre requisites:** A solid knowledge of either EU law or EU politics.

**Core syllabus:** An in-depth critical analysis of the central institutions and legal norms that make up the Single European Market as well as an analysis of the legal organisation and governance of key goods, services and labour markets within the Single European Market.

**Content:** *I. The Competencies and Institutions of the Single European Market.* 'Old Approach to Harmonisation'; mutual recognition;

standardisation; the 'New Regulatory Agencies'; the Single European Market and Economic Constitutionalism

*II. The Legal Organisation of European Markets for Products.* This section will analyse the governance of a number of product markets. Typically, it will look at EU regulation of food markets, chemicals, the auto industry, the energy market, and biotechnology.

*III. The Legal Organisation of European Markets in Services.* This will consider the governance of markets such as broadcasting, legal services, sport, e-commerce and insurance.

*IV. The EC Legal Regulation of Labour Movements.* EC regulation of transnational movement by different forms of labour. This will include professionals, posted workers, and repression of 'illegal' labour movements.

**Teaching:** One two-hour seminar per week.

**Written work:** Two essays per term.

**Reading list:** Joerges & Dehousse (eds) *Good Governance in Europe's Integrated Market* (2002, Hart); M. Egan, *Constructing a European Market* (Oxford, OUP, 2001); C. Barnard & J. Scott (eds) *The Law of the Single European Market: Unpacking the Premises* (2002, Hart, Oxford); Schepel, *The Constitution of Private Governance* (2005, Hart)

**Assessment:** A three-hour written examination.

#### EU440 Half Unit

##### Greece and South-East Europe: Government, Economy and Foreign Policy

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr S Economides, J202, Professor K Featherstone, J218, Dr V Dimitrov, K105 and Dr Vassilis Monastriotis, J205

**Availability:** Optional course for MSc European Political Economy: Integration, MSc European Political Economy: Transition, MSc European Politics and Governance and MSc Nationalism and Ethnicity.

**Core syllabus:** An examination of Greece and South East Europe from a political economy and an international relations perspective, with particular emphasis on post-1989 developments.

**Content:** Historical Background; The Cold War as a Dividing Line; 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; Ibanac, *The National Question in Yugoslavia*, Cornell University Press, 1984; D Barchard, *Turkey and the European Union*, Centre of European Reform, 1998; G Castellan, *A History of the Balkans*, Tr N Bradley, Columbia University Press, 1992; C Cvic, *Remaking the Balkans*, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), *Greece in a Changing Europe*, Manchester University Press, 1996; T Geshkoff, *Balkan Union: A Road to Peace in Southeastern Europe*, Columbia University Press, 1940; E Loewendal, 'Promises to Keep': *The Reality of Turkish-EU Relations*, Action Centre for Europe, 1998; P Shoup (Ed), *Problems of Balkan Security: Southeastern Europe in the 1990s*, Wilson Centre Press, 1990; M Todorova, *Imagining the Balkans*, Oxford University Press, 1997; S Woodward, *Balkan Tragedy*, Brookings Institute, 1995.

**Assessment:** One two-hour written examination in June.

#### EU441 Half Unit

##### The Political Economy of EU Enlargement

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Waltraud Schelkle, J210 and Professor Willem Buiter.

**Availability:** Option for MSc European Political Economy: Transition, MSc European Political Economy: Integration and MPA Public and Economic Policy; 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, respectively).

**Reading list:** R Baldwin et al, *The Costs and Benefits of Eastern Enlargement: The Impact on the EU and Central Europe's 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, chs. 1 and 6; U Sedelmeier, 'Eastern Enlargement', in H Wallace, W Wallace & M Pollack, *Policy-Making in the European Union*, Oxford, 2005; 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 2005/06 session.**

**Teacher responsible:** Dr Bob Hancké, J209

**Availability:** Core course for MSc European Political Economy: Integration. Optional course for MSc European Studies (Research) and MPA Public and Economic Policy. MSc European Politics and Governance, MSc Global Politics and other masters' students must seek approval from the course convenor. 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** EU409.

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 2005/06 session.**

**Teacher responsible:** Dr Robert Hancke

**Availability:** For MSc European Political Economy: Integration, MSc European Political Economy: Transition, MSc Public Policy and Administration (Research) and MPA Public and Economic Policy. Students on the MSc European Politics and Governance and MSc Global Politics who wish to take this course must seek approval from the course convenor.

**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 2005/06

##### Topics in European Economic Integration: Institutions and Politics of EMU

**This information is for the 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr R Hancké, J209

**Availability:** Recommended for students of MSc European Politics and Governance. Not available for MSc European Political Economy: Integration students.

**Pre requisites:** A basic understanding of economic concepts is essential which is why the attendance of EU409 in MT is highly recommended.

**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.

#### EU446 Half Unit

##### Patterns of Economic Integration in Europe: Institutions and Politics of EMU

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Kevin Featherstone, J218, Dr Robert Hancké, J209 and Dr Waltraud Schelkle, J210

**Availability:** Recommended for students of MSc European Politics and Governance, MSc European Political Economy: Integration, MSc European Political Economy: Transition and MPA Public and Economic Policy. Other master's 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 2005/06 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, (MT weeks 6-10, LT weeks 1-10).

**Assessment:** There is no examination for this course.

#### EU451

##### Post Communist Politics and Policies

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr G Sasse, J207, Professor D Lieven, L102, Dr Abby Innes, J208

**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 distributed at the start of each term.

**Content:** The course, open to all graduates and staff interested in postcommunist politics, 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr R C Gill, B508

**Availability:** This is a compulsory course for students on MSc Gender, MSc Gender (Research), MSc Gender, Development and Globalisation, MSc Gender and Social Policy and MSc Gender and the Media. Optional for MSc Development Studies.

**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 for reference. A comprehensive reading list will be handed out at induction. Beneria, L. *Gender, Development & Globalisation. Economics As If All People Mattered*. (2003) London & NY: Routledge; Butler, J *Gender Trouble*, Routledge, New York & London (1999); Foucault, M *History of Sexuality Volume 1* (1981); Eadie, J (ed) *Sexuality. The Essential Glossary* (2004); Gould, C *Key Concepts in Gender Theory* (1997) New Jersey: Humanities Press; Harding, S (ed) *Feminism and Methodology* OU Press (1987); S Kemp & Squires, J *Feminisms* (1997) Oxford: Oxford UP; Lewis, G 'Race', *Gender, Social Welfare* (2000) Polity; Marks, E and I de Courtivron (eds) *New French Feminisms* (1981); Medhurst, A and S Munt *Lesbian and Gay Studies: A Critical Introduction* (1997) Cassell; Pilcher, J and Imelda Whelehan *50 Key Concepts in Gender Studies (Key Concepts)* Sage (2004); Visvanathan, N, et. al. (eds.) Penguin; *The Sexual Subject: A Screen Reader in Sexuality*. Routledge (1992); 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).

**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, Knowledge and Research Practice

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Clare Hemmings, B509

**Availability:** This is a compulsory unit for MSc Gender (Research), Gender MPhil/DPhil students in the first year of registration, and is strongly recommended as an optional unit for MSc Gender, MSc Gender, Development and Globalisation, MSc Gender and Social Policy, and MSc Culture and Society students. Other students welcome in consultation with the teacher responsible.

**Core syllabus:** This course introduces students to the central issues at stake in designing and carrying out gender research at graduate and postgraduate level and beyond. The course maps the history of debates about gender research, and asks what difference it makes to take gender as the subject or object of research. Of particular concern are the ethical and political issues arising from doing gender research with respect to representing others and seeking to influence and engage with broader social contexts. Students will be introduced to debates about subjectivity and objectivity, the relationship between researcher and researched, and asked to evaluate the usefulness of particular methods - eg quantitative and qualitative approaches, reflexivity, and discourse analysis.

**Content:** The course is interdisciplinary, introducing students to a range of feminist, lesbian and gay/queer, and postcolonial perspectives on knowledge production and research practice.

**Part I: Knowledge Debates**, examines debates about gendered knowledge with particular emphasis on taking subjectivity into account in the research process and production. Students will be asked to evaluate debates about the importance of researcher location, community and belonging, and thinking through the aims of a gender-focussed research project before beginning the research itself.

**Part II: Approaches to Methodology**, focuses on the questions raised by the choice of one research method over another. How does one choose whether to use quantitative or qualitative methods, discourse or textual analysis? What difference does one choice over another make? In this section of the course, students will be introduced to the variety of debates about methodology, and begin to develop the skills to assess the appropriate methodological approaches (as well as their limits) in their own research.

**Teaching:** 10 x two hour seminar (lecture/discussion format); 10 x one hour research workshop (where students are introduced to other people's research).

**Reading list:** L Alcoff & R Wiegman (Eds), *Who Can Speak?* (University of Illinois Press, 1995); L Alcoff & E Potter (Eds), *Feminist Epistemologies* (Routledge, 1993); R Frankenberg & L Mani 'Crosscurrents, Crosstalk - Race "Postcoloniality," and the Politics of Location', *Cultural Studies*, 7.2, 1993; P Hill-Collins, *Black Feminist Thought* (Routledge, 2000); U Narayan & S Harding (Eds), *Decentering the Center* (Sage, 2000); E Newton, *Margaret Mead Made Me Gay* (Duke University Press, 1988); C



Ramazanoglu & J Holland, *Feminist Methodology* (Sage, 2002); E K Sedgwick, *The Epistemology of the Closet* (Duke University Press, 1991).  
**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 2005/06 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, MSc Gender and Social Policy, MSc Media and Communications, MSc Media and Communications (Research) and MSc Global Media and Communications. It 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 focuses on examples largely drawn from Anglo-American media, and students are expected to keep up with UK media whilst studying this option.

Topics are selected both for their intrinsic interest, and because of the way they highlight cutting edge debates on issues in relation to gender in the media. Topics should include advertising, talk shows and news, and lectures also consider themes such as the nature of romance and celebrity.

**Teaching:** 10 x two-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 Not available in 2005/06

#### Globalising Sexualities

This information is for the 2005/06 session.

**Teachers responsible:** Dr C Hemmings, B509

**Availability:** The course is an option on MSc Gender, Development and Globalisation, MSc Gender, MSc Gender and Social Policy, MSc Biomedicine, Bioscience and Society, MSc Culture and Society or PhD programmes who can provide evidence of prior knowledge of gender theory.

**Core syllabus:** In today's globalised world, sexuality is significant as both object of study and in providing a range of analytical frameworks. Far from being a private, Western concern, sexuality is key to understanding questions of human rights, health and social policy, kinship and access to resources, national and international identities and communities, and the intersections between race and gender. The course will foreground both a wide range of theoretical perspectives on sexuality, and explore a series of case studies that illustrate key problems in thinking through sexuality from a global perspective.

**Content:** The course brings together contemporary Western theories of sexuality and cross-cultural knowledges about sexuality to foreground the importance of a global perspective. The course does not focus on specific regional sites as such, but on the encounters between different meanings of sexuality and sexual practice in the context of global flows of information and people.

The course will be divided into three sections - *histories, identities, and encounters*.

Theoretical topics addressed include: the emergence of sexuality as an intellectual and social arena of concern globally; issues of sexual morality and constraint; the relationship between sexuality and nation in national and international contexts; violence and pleasure; identity, behaviour and community; and issues of translation and (in)commensurability. We will draw on anthropology, feminist theory, queer theory and postcolonial theory. Case studies include: state and international control of sexually transmitted diseases; the role of sexual violence in conflict situations; the

emergence of sexual rights as a global concern; gay and straight sex tourism; traffic in women and girls; and international policy and community agendas.

**Teaching:** Two-hour integrated lecture/seminar.

**Reading list:** Sander Gilman (1992) "Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth Century Art, Medicine and Literature," in J Donald & A Rattansi, Eds (1992) *Race, Culture and Difference* (London: Sage); Don Kulick & Margaret Wilson, Eds (1995) *Taboo: Sex, identity and Erotic Subjectivity in Anthropological Fieldwork* (New York: Routledge); Sasho A Lambevski (1999) "Suck My Nation - Masculinity, Ethnicity and the Politics of (Homo)sex," *Sexualities* 2.4; Heideh Moghissi (1999) "Oriental Sexuality: Real and Imagined", in *Feminism and Islamic Fundamentalism: the Limits of Postmodern Analysis* (London: Zed Books); Cindy Patton (1990) "Inventing 'African AIDS'," *Inventing AIDS* (New York: Routledge); Cindy Patton & Benigno Sanchez-Eppler, Eds (2000) *Queer Diasporas* (Durham: Duke University Press); Jyoti Puri (1999) *Women, Body, Desire in Post-colonial India: Narratives of Gender and Sexuality* (New York: Routledge); Jennifer Robertson (2004) *Same-Sex Cultures and Sexualities: an Anthropological Reader* (London: Blackwell); Laura Ann Stoler (1995) 'Colonial Studies and the History of Sexuality', *Race and the Education of Desire* (Durham: Duke University Press); Martha Vicinus (1992) " 'They wonder to which sex I belong': The Historical Roots of the Modern Lesbian Identity", *Feminist Studies*, 18. 3.  
**Assessment:** One assessed essay to be submitted at the beginning of the ST (50%), and one two-hour unseen examination in June (50%).

### GI406 Half Unit

#### Feminist Political Theory

This information is for the 2005/06 session.

**Teacher responsible:** Professor A Phillips, B507

**Availability:** For MSc Political Theory, MSc Political Theory (Research), MSc Gender, MSc Gender and Social Policy. Other graduate students may attend by permission.

**Core syllabus:** This course covers some of the central debates in contemporary feminist political theory, but with a particular emphasis on the Legacy and usefulness of Liberalism. Commentators have often presented feminism as emerging out of Liberalism, but this relationship has always been an uneasy one. Few early Liberals saw their notions of equality, freedom and consent as applying equally to women and men, while many feminists came to see Liberalism as inherently flawed. Among the problems raised are the conception of the individual that underpins Liberal thought; the relative invisibility of gender issues in mainstream literature on justice and equality; the association of justice with impartiality; and critique of identity politics.

**Content:** Topics likely to be addressed include: liberalism as the new patriarchalism; individualism and autonomy; justice versus care; feminist models of democracy and political representation; equality, embodied identity and the politics of difference. Issues considered are likely to include abortion 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), *Which Equalities Matter?*; I M Young, *Justice and the Politics of Difference*; W Brown, *States of Injury*; S Moller Okin, *Justice, Gender and the Family*.

**Assessment:** One 2,000 word essay (40%) two-hour unseen written examination in June (60%).

### GI407

#### Globalisation, Gender and Development

This information is for the 2005/06 session.

**Teachers responsible:** Dr Diane Perrons, B505 and Professor Sylvia Chant, S515

**Availability:** Compulsory for MSc Gender, Development and Globalisation, and recommended for MSc Gender, MSc Gender and Social Policy, MSc Cities, Space and Society, MSc Human Geography Research, MSc Urbanisation and Development, MSc Social Policy and Planning in Developing Countries, MSc Development Studies, MSc Development Management, PhD Programme in Human Geography, PhD Programme in Planning Studies, MPhil/PhD in Regional and Urban Planning. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Note that this course cannot be combined with the component half units GY421 and GY461 or with GY414.

**Core syllabus:** The first part of the course adopts a global perspective towards and examines the social consequences of contemporary economic social and spatial restructuring and examines how globalisation is associated with widening social and spatial inequalities. The conceptual focus of the course rests on political economy but also draws on theories of the new economy, risk society, and welfare regimes. Emphasis is placed

on the socio-economic and spatial aspects of change, particularly changes in working patterns and living arrangements. The second half of the course focuses on 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:** Part One: Globalisation, uneven development and inequality in the global economy. Experiencing the global division of labour and value chains, the feminisation of employment, gender identity and gender roles. The new economy and the digital divide. Flexible work and flexible citizens. Theorising development. The role of the state and social movements in shaping development. Case studies.

Part Two: 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:** GY461 10 x one-hour lectures, 10 x one-hour seminars MT and GY421 10 x one-hour lectures and 10 x one-hour seminars LT.

**Written work:** Students are expected to write up to one of their seminar presentations during each term.

**Reading list:** L Benería, *Gender, Development and Globalization: Economics as if All people Mattered*, Routledge (2003); H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 2000, K Bhavnani, J Foran & P Kurian (Eds), *Feminist Futures: Re-imagining Women, Culture and Development*, 2003; M Castells, *The Internet Galaxy. Reflections on the Internet Business and Society* (2001); S Castles & M Millar, *The age of migration*, Guildford Press (2003);

S Chant with N Craske, *Gender in Latin America*, 2003; S P Dicken, *Global Shift Reshaping the Global Economy in the 21st Century*, Sage Publications (2003); S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; K Horton & H Patapan (Eds), *Globalisation and equality* (2003); N Kabeer, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; D Perrons, *Globalization and social change* (2004); N Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*, California (2003); A Sen, *Development as Freedom* (2000).

**Assessment:** One extended essay of 3,000 words (25%) and one three-hour unseen examination in the ST (75%).

### GI408 Half Unit

#### Cultural Constructions of the Body

This information is for the 2005/06 session.

**Teacher responsible:** Dr Rosalind Gill, B508

**Availability:** This course is available to any suitably qualified Masters students within the School. It is likely to be of interest to students taking the following degree programmes: MSc Gender, MSc Gender and the Media, MSc Gender and Social Policy, MSc Gender, Development and Globalisation, MSc Culture and Society, MSc Biomedicine, Bioscience and Society, MSc Sociology, MSc Media and Communications and MSc Media and Communications (Research).

**Pre requisites:** There are no formal pre requisites for this course, but students should approach the course convenor to discuss whether it would be appropriate for them to take this option.

**Core syllabus:** This course brings together material from sociology, social psychology, gender studies and media and cultural studies to examine contemporary constructions of the body. Since the early 1990s the body has been a key site of sociological research and theorising. Indeed, the 'turn to the body' has been one of the most profound shifts in contemporary social theory (Shilling, 1993; Featherstone, 1991) and it is argued that we live in an increasingly 'somatic society' (Turner, 1984). The field is marked by a high level of theoretical engagement in which the body is frequently understood in relation to profound epochal or epistemological shifts. Giddens (1991), for example, argues that a reflexive concern with identity and the body is a consequence of the dissolution of tradition in late or high modernity and the growing 'ontological insecurity' this has produced, while Shilling (1993) suggests that contemporary Western societies are witnessing an unprecedented 'individualisation' of the body as a consequence of consumerism. Theoretical debates about the body will form a core context for this course, and students will be presented with arguments about a number of key concepts such as performativity, body projects and habitus. However, the course is not primarily designed to equip students with theoretical knowledge at a high level of abstraction, but rather to allow them to engage with concrete issues, debates and dilemmas related to embodiment. These include debates about pornography, sex work, body modification, disability and mediated representations of the body.

**Content:** Topics likely to be addressed include: theories of the body; constructing girls; mediated masculinities; beauty and the politics of

appearance; cosmetic surgery; cultural constructions of the fat body; regulating the disabled body; the transformation of intimacy; from sex work to erotic labour; pornography.

**Teaching:** This course will be taught by means of a weekly integrated two-hour session, comprising both a lecture and student discussion.

**Reading list:** Arthurs, J and Grimshaw, J (1999) *Women's Bodies: Discipline and Transgression* London: Cassell HQ1233 W87; Bordo, S (1993) *Unbearable Weight: Feminism, Western Culture and the Body* Berkeley: University of California Press (CC) HQ1220.US B72; Brook, B (1999) *Feminist Perspectives on the Body* London: Longman GT495 B76; Corker, M. & Shakespeare, T. (2002) *Disability/Post-modernism: Embodying Disability Theory*. London & New York: Continuum books; Cornell, D (2000) *Feminism and Pornography*, Oxford; Davis, K (ed.) (1997) *Embodied Practices: Feminist Perspectives on the Body* London: Sage Publications HQ1233 E51; McNair, B. (2002) *Striptease Culture: Sex, Media and the Democratization of Desire*. London: Routledge ; Ussher, J (1997) *Fantasies of Femininity* London: Penguin (CC) HQ1075 U81; Black, P (2004) *The Beauty Industry: Gender, Culture, Pleasure*. Routledge; Brand, PZ (2000) *Beauty Matters*. Indiana University press; Davis, K (1994) *Reshaping the Female Body: the dilemma of cosmetic surgery* London: Routledge (MC) RD119 D26; Gilman, S (1999) *Making the Body Beautiful: a cultural history of aesthetic surgery* RD118 G48.

**Assessment:** One assessed essay of 3,000 words (50%) to be handed in on the first day of ST 2006 and one two-hour examination (50%) in June.

### GI499

#### Dissertation

This information is for the 2005/06 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 and the Media, MSc Gender, Development and Globalisation and MSc Gender and 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 early in the Lent term after the submission of a two line topic. There will be four compulsory workshops in the Lent term, weeks 2-4, supplemented by individual supervision. Students will submit a detailed research proposal on the first day of the summer term for approval.

**Assessment:** 100% Dissertation. Two hard copies of the Dissertation (plus one electronic copy) must be submitted on 1 September. They must not exceed the 10,000-12,000 word limit. They must be word processed and be fully referenced using a recognised citation system.

### GV403 Half Unit

#### Network Regulation

This information is for the 2005/06 session.

**Teachers responsible:** Dr M Thatcher, K305 and Dr Martin Lodge, L305

**Availability:** Priority will be given to students on MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation and MSc Regulation (Research). Also available on MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), MSc Media and Communications Regulation and Policy and MPA Public and Economic Policy. Places are limited. Therefore all students wishing to take this course should email the Government Department's MSc Programme Manager (Govt\_MSC\_Admin@lse.ac.uk) in the first two weeks of the Michaelmas term, stating their reasons why they are wishing to take the course. They will get informed quickly of the teachers' decision via email.

**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 2005/06 session.**

**Teacher responsible:** Dr Christian List, L100

**Availability:** Compulsory for all MSc Political Theory and MSc Political Theory (Research) 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 seminars in the MT.

**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 Not available in 2005/06

##### Contemporary Disputes about Justice

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Paul Kelly, L210

**Availability:** For MSc Political Theory and MSc Political Theory (Research) 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 2005/06 session.**

**Teacher responsible:** Professor J Coleman, L204

**Availability:** For MSc Political Theory and MSc Political Theory (Research), 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 2005/06

##### Methods and Controversies in the History of Political Thought: the Anglo-American Tradition

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor J Coleman, L204

**Availability:** For MSc Political Theory and MSc Political Theory (Research), 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 2005/06

##### Greek Political Theory: Thought and Action in Plato's Political Theory

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor J Coleman, L204

**Availability:** For MSc Political Theory, MSc Political Theory (Research) 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 2005/06 session.**

**Teacher responsible:** Professor J Coleman, L204

**Availability:** For MSc Political Theory, MSc Political Theory (Research) 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 Not available in 2005/06

##### Political Thinking in Britain at the end of the Twentieth Century

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor R Barker, K100

**Availability:** For MSc Political Theory, MSc Political Theory (Research) 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 Not available in 2005/06

##### Legitimation and Government

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor R Barker, K100

**Availability:** For MSc Political Theory, MSc Political Theory (Research) and MSc Politics and Communication. 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 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 2005/06 session.**

**Teacher responsible:** Dr C Lin, L202

**Availability:** Primarily for MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MSc Development Studies. Available to MSc Politics and Communication, MSc Global Politics 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: India and Japan; South Korea and Taiwan; liberal and 'illiberal' experiences 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 Beetham, *Defining and Measuring Democracy* (1994); T Brook & A Schmid (Eds), *Nation Work* (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); S Kim (Ed), *Korea's Democratization* (2003); M Leifer (Ed), *Asian Nationalism* (2000); R Vora & S Palshikar (Eds), *Indian Democracy* (2000).

**Assessment:** Two-hour unseen written examination in the ST (100%).

#### GV432 Half Unit

##### Government and Politics in China

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr C Lin, L202

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MSc Global 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 explanations for the changes in the context 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 global integration; central and local state power, bureaucracy as tradition and as invention; social structure and organisation; ethnic, class and gender dimensions of citizenship; ideology, political culture, questions of democracy and human rights; 'one country, multiple systems'; cultural and political nationalism; political economy, market transition 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:** Two course essays, each around 1,500 words.

**Reading list:** M Meisner, *The Deng Xiaoping Era* (1996); W Draguhn & D Goodman (Eds), *China's Communist Revolutions* (2002); B Naughton, *Growing Out of the Plan* (1996); R Peerenboom, *China's Long March toward Rule of Law* (2002); S Shirk, *The Political Logic of Economic Reform in China* (1993); W Tang & W Parish, *Chinese Urban Life Under Reform* (2000); J Unger (Ed), *Chinese Nationalism* (1996); 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 2005/06 session.**

**Teacher responsible:** Dr S Bose, L208

**Availability:** All students, including those registered 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 to MSc Comparative Politics, MSc Global Politics and MSc Nationalism and Ethnicity students. Others are welcome to apply (eg MSc Human Rights) but can be accommodated only if space is available.

**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, power-sharing and consociationalism, electoral system 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*; M Burgess & A G Gagnon (Eds), *Comparative Federalism and Federation*; A Cassese, *The Self-Determination of Peoples*; M Moore (Ed), *National Self-Determination and Secession*.

**Assessment:** Two-hour unseen written examination in the ST.

### GV437 Half Unit

#### Politics and Policy in Latin America

This information is for the 2005/06 session.

**Teacher responsible:** Professor G Philip, K205

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Latin America), MSc Comparative Politics (Empire), MSc Development Studies, MSc Global Politics and others. This course is capped.

**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 MT 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 2005/06 session.

**Teacher responsible:** Mr J Madeley, K304

**Availability:** Students registered for MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MSc European Politics and Governance. Available in other MSc programmes subject to space and with prior approval of the course coordinator. This course is capped.

**Core syllabus:** The aim of this MSc course is to provide a survey of theoretical and substantive issues which arise in connection with 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 contemporary debates about secularisation and fundamentalism, 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 contemporary church-state relations, the contrasting roles of religion in the politics of respectively, Europe and the USA, and the religious factor in the study of international relations.

**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:** T Jelen & C Wilcox (Eds), *Religion and Politics in Comparative Perspective* (2002); J Madeley (Ed), *Religion and Politics* (2003); S Bruce, *Religion and Politics* (2003); R Remond, *Religion and Society in Modern Europe* (1999); P Norris & R Inglehart, *Sacred and Secular: Religion and Politics Worldwide* (2004).

**Assessment:** Two-hour unseen written examination in the ST.

### GV439 Half Unit

#### Government and Politics in Eastern Europe

This information is for the 2005/06 session.

**Teacher responsible:** Dr Vesselin Dimitrov, L303

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), MSc Russian and Post-Soviet Studies, MSc Russian and Post-Soviet Studies (Research) 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 transition from communism to liberal democracy in Eastern Europe, with an analysis of institutional structures, party systems, economic transition and the impact of European integration.

**Content:** Topics covered include: The Communist system. Constitution-making and the development of democratic party systems. Economic transition: policy choices and strategies. The development of central executives and public administration. European integration.

**Teaching:** 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

**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 2005/06 session.

**Teacher responsible:** Dr E Ringmar, K309

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America). Also available to MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Development Studies and MSc Global Politics students. Other students can take the course with the approval of Dr Ringmar. This course is capped at two seminar groups.

**Core syllabus:** To introduce politics students to basic economic theorising; 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, *MITI 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 2005/06 session.

**Teachers responsible:** Professor David Held and Dr Mathias Koenig-Archibugi

**Availability:** Students on MSc Global Politics, MSc Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America) are guaranteed access. Optional course for MSc European Political Economy: Transition, MPA Public and Economic Policy and MSc Human Rights. Students on MAV/MSc History of International Relations, MAV/MSc History of International Relations and MSc Global Media and Communications may follow this course, space permitting.

**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 2005/06 session.

**Teachers responsible:** Dr F Panizza, L201 and Dr Mercedes Hinton, L308

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MSc Human Rights. MSc Global Politics and 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 Aguero & J Stark (Eds), *Fault Lines of Democracy in Post-Transition Latin America*; L Diamond et al, *Democracy in Developing Countries: Latin America*; J Linz & A Valenzuela, *The Failure of Presidential Democracy*; E Epstein, *Labour Autonomy and the State in Latin America*; S Mainwaring, G O'Donnell & S Valenzuela, *Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective*; S Mainwaring & T Scully, *Building Democratic Institutions: Party Systems in Latin America*; E J Bartelli & L A Payne, *Business and Democracy in Latin America*; I P Stotzky, *Transition to Democracy in Latin America: The Role of the Judiciary*; R Seider, *Impunity in Latin America*.

**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 2006.

### GV444 Half Unit

#### Democracy and Development in Latin America

This information is for the 2005/06 session.

**Teachers responsible:** Dr Mercedes Hinton, L308

**Availability:** For MSc Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America). MSc Global Politics and 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 Gavynne & 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 2005/06 session.

**Teachers responsible:** Professor D Lieven, K208 and Dr Z Shakibi, K307

**Availability:** For students of MSc Comparative Politics, MSc Comparative Politics (Latin America), MSc Comparative Politics (Empire), MSc International Relations, MSc International Relations (Research), MSc Global Politics, MSc Russian and Post-Soviet Studies, MSc Russian and Post-Soviet Studies (Research), MSc Nationalism and Ethnicity 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 2005/06 Rethinking the Modern Polity: Sovereignty, Accountability and Governance

This information is for the 2005/06 session.

**Teacher responsible:** Professor D Held, L104

**Availability:** Students on MSc Political Theory and MSc Political Theory (Research) are guaranteed access. Optional for MPA Public and Economic Policy. MSc Global Politics and 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-Cordon (Eds), *Democracy's Edges* CUP, 1999; T Schlereth, *The Cosmopolitan Ideal in Enlightenment Thought*, University of Notre Dame Press, 1977; C Beitz, *Political Theory and International Relations*, Princeton, 1979; D Mapel & T Nardin (Eds), *International Society*, Princeton, 1998; J Rawls, *The Law of Peoples*, 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 2005/06 session.

**Teachers responsible:** Professor Sebastian Balfour, Dr M Bruter, L107, Dr V Dimitrov, L303, Mr John Madeley, K304 and to be announced

**Availability:** For MSc European Politics and Governance and MSc European Studies (Research) 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*, 4th 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*.

**Assessment:** Two-hour unseen written examination in the ST.

### GV454 Half Unit Not available in 2005/06

#### Parties, Elections and Governments

This information is for the 2005/06 session.

**Teacher responsible:** Dr Paul Mitchell, K308

**Availability:** For MSc European Politics and Governance, MSc

Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America) 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.

### GV460 Half Unit

#### Politics and Policy in Britain

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jonathan Hopkin

**Availability:** For MSc European Politics and Governance, MSc Global Politics, MSc Politics and Communication, MSc Comparative Politics, MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America).

**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); Hilaire Barnett, *Britain Unwrapped. Government and Constitution Explained* (2002); Paul Webb, *The Modern British Party System* (2000); Anthony Heath *et al*, *The Rise of New Labour* (2001); Harold Clarke *et al*, *Political Choice in Britain* (2004); David Richards & Martin Smith, *Governance and Public Policy in the UK* (2002).

**Assessment:** Two-hour unseen written examination in the ST (75% of marks); assessed essay (maximum 2,000 words) due in no later than 13 January 2005 (25% of marks).

### GV464 Half Unit

#### Conflict and Consensus in Twentieth Century Ireland

This information is for the 2005/06 session.

**Teacher responsible:** Dr B Kissane, L101

**Availability:** For MSc European Politics and Governance, MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), MA/MSc History of International Relations and MSc 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

#### War, Peace and the Politics of National Self-Determination

This information is for the 2005/06 session.

**Teacher responsible:** Dr S Bose, L208

**Availability:** All students, including those registered 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 be given to students taking MSc Comparative Politics (including Empire and Latin America branches), MSc Global Politics and MSc Nationalism and Ethnicity. Others (such as MSc Human Rights and MA/MSc History of International Relations) are welcome to apply but can only be accommodated if space is available. This is a high demand course and enrolment cannot be guaranteed.

**Core syllabus:** This course examines some of the most intractable and violent disputes over sovereignty and national self-determination in the world today, and inquires into the prospects of moving from war to peace through accommodation and compromise. The conflicts studied are drawn from the Middle East (Israel and Palestine), South Asia (Kashmir, Sri Lanka), the Balkans (former Yugoslavia and within it, Bosnia-Herzegovina) and the EU area (Northern Ireland, Cyprus). Students are exposed to the specific histories of these cases but are also encouraged to think comparatively across countries and regions. The course materials are online on WebCT, the LSE's electronic teaching and learning system.

**Content:** Are disputes arising from conflicting claims to national self-determination inherently of a zero-sum nature, or can they be resolved? If the latter, how? What factors drive conflict at the local level? Which sorts of institutional arrangements might be able to anchor peace settlements? Can we draw useful comparative lessons from the experience of peace processes that have sought or seek to craft solutions to this type of conflict in diverse parts of the contemporary world? What role can international actors - influential and/or interested states, regional alliances of states, multilateral institutions - play in such processes and their outcomes?

**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.

**Reading list:** S Bose, *Contested Lands: War and Peace in Israel-Palestine, Kashmir, Bosnia, Cyprus and Sri Lanka* (2006); E Said, *The Question of Palestine* (1980); B Wasserstein, *Israel and Palestine* (2004); J McGarry (Ed), *Northern Ireland and the Divided World* (2001); S Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003); D Hannay, *Cyprus: The Search for a Solution* (2005); S Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002); S Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement* (1994).

**Assessment:** Two-hour written examination in the ST will determine 50%, and an analytical research paper of 4,000 words will count for 50% of the final assessment. The deadline for submission of the paper 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 2005/06 session.

**Teacher responsible:** Dr E Ringmar, K309

**Availability:** Compulsory for MSc Comparative Politics and MSc Comparative Politics (Research) students. Optional for MSc Comparative Politics (Empire) and MSc Comparative Politics (Latin America). 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.

### GV473 Half Unit

#### Contemporary Political Philosophy and the Body

This information is for the 2005/06 session.

**Teacher responsible:** Dr C Fabre, K301

**Availability:** For students taking MSc Political Theory and MSc Political Theory (Research); 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 MT, 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*.

**Assessment:** 100% assessed essay (4,500-5,500 words).

**Required readings for students without a background in political philosophy:** W Kymlicka, *An Introduction to Contemporary Political Philosophy*.

### GV475 Half Unit

#### Mill's Liberalism

This information is for the 2005/06 session.

**Teacher responsible:** Professor J Gray

**Availability:** Open to MSc Political Theory and MSc Political Theory (Research) 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 the 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 2005/06 session.****Teacher responsible:** Professor J Gray, K204**Availability:** Open to MSc Political Theory and MSc Political Theory (Research) 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 2005/06 session.****Teachers responsible:** Professor E Page, L203 and Dr Mark Thatcher, K305**Availability:** It is primarily designed for students on MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation, MSc Regulation (Research) and MPA Public and Economic Policy but may be available to other MSc students. Students on MSc European Politics and Governance who wish to take this course must seek approval from the course convenor.**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 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; environmental 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 Hecl, 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); F Castles, *The Future of the Welfare State: Crisis Myths and Crisis Realities* (2004).**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 2005/06 session.****Teacher responsible:** Professor P Dunleavy, K300**Availability:** This course is for the first year of the MPA Public and Economic Policy. It is also available on MSc Global Market Economics and MSc Public Financial 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: K Shepsle & M Bonchuk, *Analysing Politics*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*; J Colomer, *Political Institutions: Democracy and Social Choice*. For reference, see: D Mueller, *Public Choice III*.**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; a three-hour written examination in the ST, accounting for 67% of the overall mark; and four applications exercises, carried out in groups, accounting in all, for 8% of the overall mark.**GV479****Nationalism****This information is for the 2005/06 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 Politics and Governance, MSc International Relations, MSc International Relations (Research), MSc Political Sociology, MSc Russian and Post-Soviet Studies, MSc Russian and Post-Soviet Studies (Research), MSc Sociology, MSc Theory and History of International Relations. Students from any other relevant MSc course (MSc European Political Economy: Transition and MSc Politics and Communication) 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 Greenfeld, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; J Breuilly, *Nationalism and the State*, 2nd edn, Manchester University Press, 1993; J Hutchinson, *Nations as Zones of Conflict*, Sage 2004; 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 2005/06 session.****Teachers responsible:** Dr M Lodge, L305 and Professor E Page, L207**Availability:** For postgraduate students, mainly as a core course for the MSc Public Policy and Administration and MSc Public Policy and Administration (Research). Optional course for MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), and MPA Public and Economic Policy. Students on MSc Development Studies and MSc European Politics and Governance who wish to take this course must seek approval from the course convenor.

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 generic themes in comparative administration.**Written work:** Students are expected to write two short essays during the course and make seminar presentations.**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 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.**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.**GV481 Half Unit****Public Choice and Public Policy I - Introduction****This information is for the 2005/06 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 and MSc Public Policy and Administration (Research). Optional course for MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), MSc Regulation and MSc Regulation (Research).**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 2005/06 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 and MSc Public Policy and Administration (Research). Optional course for MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative

Politics (Latin America), MPA Public and Economic Policy, MSc Regulation and MSc Regulation (Research). 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:** Previous years topics have included: 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; Political mechanisms of accountability; Democracy and Transition.**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 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 10 of LT. 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 2005/06 session.****Teachers responsible:** Dr Michael Barzelay, G507 and Dr Martin Lodge, L309**Availability:** Core course for MSc Public Policy and Administration and MSc Public Policy and Administration (Research). Other postgraduates require permission of Teachers responsible. Optional course for MSc Development Management, MSc Development Studies, MPA Public and Economic Policy, MSc Regulation and MSc Regulation (Research).**Core syllabus:** The objectives of the course are to become acquainted with public management as an interdisciplinary field of study, with a primary emphasis on political science and public policy; 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:** The course offers an intensive introduction into key areas of public management, including implementation, organizational learning and capacity building, public management policy-making and change, leadership, argumentation as well as 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; M Barzelay & C Campbell, *Preparing for the Future*, 2003; D N Walton, *Plausible Argument in Everyday Conversation*, 1992; C Hood & M Jackson, *Administrative Argument*, 1991; H Simons, *Persuasion in Society*, 2001; M Moore, *Creating Public Value*, 1995.**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.**GV485 Half Unit****US Public Policy****This information is for the 2005/06 session.****Teachers responsible:** To be announced**Availability:** Primarily for MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MPA Public and Economic Policy. This course will be limited to one seminar group only, please contact the teacher responsible 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 LT 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 2005/06 session.

**Teachers responsible:** Dr M Lodge, L305, Dr J Black, A461, Mr C Scott, A340, Professor Robert Baldwin, A455 and Dr M Thatcher, K305

**Availability:** This is the core course for MSc Regulation and MSc Regulation (Research). 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 legal, political science and law & economics literatures. 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 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, (b) by nine seminars on 'economics of regulation' and 'research design' in the Michaelmas term and (c) approximately five practitioner seminars, drawing on practitioners from a variety of regulated sectors.

**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* (2004); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, H Rothstein & R Baldwin, *The Government of Risk* (2001); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *Risk and Reason* (2002).

**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

### Public Management: A Strategic Approach

This information is for the 2005/06 session.

**Teacher responsible:** Dr Michael Barzelay

**Availability:** Available to students where the regulations permit, including MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Development Management and MPA Public and Economic Policy.

**Pre requisites:** GV483/MN401 **Public Management Theory and Doctrine** is normally considered a pre-requisite for this course.

**Core syllabus:** This course develops a way of reasoning and arguing about how to craft organizational practices in search of organizational achievement in the core public sector. It focuses on practices geared to carry out the generic organizational functions of strategy development, product/process innovation, management control, and production. Textbook theories of how to carry out these functions are of limited utility, especially in the core public sector. To rely exclusively on direct experience

is myopic. Learning from second-hand experience can degenerate into mimicry. To overcome the limitations of these typical routes to organization design decisions, the course equips students with a rigorous way of analyzing organizational practices and their operative performance. The approach is applicable to all organizational functions. It also develops the skills needed to think creatively and argue intelligently about how situated organizational practices should be created, maintained, and modified.

**Content:** The course begins with developing a practice approach to organization and management. The hybrid approach is influenced by processually-oriented organization theory, large-scale practical arguments about organizational achievement in the public sector, institutional theory, and design methodologies rooted in decision sciences and engineering. The main body of the course is organized around the generic functions of strategy development, product/process (or program) innovation, management control, and production. In addition, some further topics are examined, including external reporting and accountability and public management in developing countries. The course gives equal emphasis to critical analysis of readings and discussion of teaching case studies.

**Teaching:** 10 three-hour sessions in LT and two seminars in the third and fourth weeks of the ST.

**Reading list:** M S Feldman & B T Pentland, *Reconceptualizing Organizational Routines as a Source of Flexibility and Change* (2003); J G March, L S Sproull & M Tamuz, *Learning from Samples of One or Fewer* (1991); W J Orlikowski, *Using Technology and Constituting Structures: A Practice Lens for Studying Technology in Organizations* (2000); M Briers & W F Chua, *The Role of Actor-Networks and Boundary Objects in Management Accounting Change* (2001); E Bardach, *The Extrapolation Problem: How Can we Learn from the Experience of Others* (2004); A G Hopwood & P Miller, *Accounting as Social and Institutional Practice*; C Hood & M Jackson, *Administrative Argument* (1991); M Moore, *Creating Public Value Strategic Management in Government* (1995); J Q Wilson, *Bureaucracy* (1989); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); J Bryson, *Strategic Planning for Public and Nonprofit Organizations* (2004); M Noordegraaf & T Abma, *Management by Measurement? Public Management Practices Amidst Ambiguity* (2003); F Thompson & L R Jones, *Responsibility Budgeting and Accounting* (2000); J Askim, *Performance Management and Organizational Intelligence: Adapting the Balanced Scorecard in Larvik Municipality* (2004); H Norreklit, *The Balanced Scorecard: What is the Score? A Rhetorical Analysis of the Balanced Scorecard* (2003); K Weick & K Roberts, *Collective Mind in Organizations: Heedful Interrelating on Flight Decks* (1993); M Power, *Making Things Auditible* (1996); M Barzelay, *Central Audit Institutions and Performance Auditing: A Comparative Analysis of Organizational Strategies in the OECD* (1997); J Tendler, *Good Government in the Tropics* (1997), and numerous teaching 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 on one of two designated topics to be submitted by the middle of June, accounting for 25% of the marks.

## GV498 Half Unit Not available in 2005/06

### Multiculturalism, Nationalism and Citizenship

This information is for the 2005/06 session.

**Teacher responsible:** Professor Paul Kelly, L210

**Availability:** MSc Political Theory, MSc Political Theory (Research) optional course, MSc Nationalism and Ethnicity and where regulations permit. Available on MSc European Political Economy: Transition with the permission of the teacher concerned.

**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:** One 5,000 word essay (100%).

## GV499

### Dissertation

This information is for the 2005/06 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.

**Dissertation:** 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.

## GV4A2 Half Unit

### Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities

This information is for the 2005/06 session.

**Teacher responsible:** Dr M Bruter, L107

**Availability:** For MSc European Politics and Governance. Optional course on MSc Politics and Communication subject to space. Also MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and MSc 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 2005/06 session.

**Teacher responsible:** Dr Christian List, L100

**Availability:** Optional for MSc Political Theory, MSc Political Theory (Research), MSc Applicable Mathematics, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) 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 some mathematical problems, 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 2005/06 session.

**Teacher responsible:** Professor David Held, M104 and Dr Mathias Koenig-Archibugi, K202

**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 Not available in 2005/06

### Public Policy Responses to International Migration

This information is for the 2005/06 session.

**Teacher responsible:** Dr Eiko Thielemann, L102

**Availability:** Optional course for students on the MSc European Politics and Governance. Subject to capacity, MSc Global Politics, MPA Public and Economic Policy and 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 essay 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 2005/06 session.**

**Teacher responsible:** Dr E Ringmar, K309

**Availability:** Comparative Politics students. Optional course for MA/MSc History of International Relations, MSc Global Politics and MSc Health, Community and Development, 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 2005/06 session.**

**Teachers responsible:** Dr Gwendolyn Sasse, J207, Dr James Hughes, K207 (on leave 2005-2006), Professor Dominic Lieven, K208 (on leave LT and ST 2006) and Dr Zhand Shakibi, K101

**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 Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America), MSc Human Rights, MA/MSc History of International Relations, MSc Global Politics and MSc European Political Economy: Transition, subject to space. Also available to students on other degrees if space permits and with the approval of the course convenor.

**Core syllabus:** An analysis of key themes in modern Russian history, of the politics and political economy of post-communist transition, and of national and ethnic conflict in Russia and the Post-Soviet states that applies theories of democratisation, geopolitics, modernisation, nationalism and empire. The course provides a significant component of

historical analysis in the first term. It then proceeds in the second term to concentrate on the dynamics of post-communist political change, and conflicts over nation- and state-building, and the domestic and international conditions which are shaping the major institutional and policy changes. 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 tsarist and communist systems; the Soviet model of modernisation; explanations for the collapse of the communist regime; theorizing national identity, 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 Glinisky, *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 Not available in 2005/06

##### Nationalist Conflict, Political Violence and Terrorism

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr James Hughes, K207

**Availability:** For MSc Russian and Post-Soviet Studies and MSc Russian and Post-Soviet Studies (Research). 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, insurgency and terrorism by examining the ethics of war and applying them to case studies of historical and contemporary conflicts over issues of secession, self-determination, and democratisation. The course investigates and evaluates different political and military methods of conflict management.

**Content:** How can we distinguish legitimate political violence from terrorism? What is the difference between freedom fighters, insurgents and terrorists? What is the relationship between war and terror? This course attempts to answer these questions by a comparative examination of the causes, nature and types of conflict, violence and terrorism. Theories of terrorism and 'just war' are critically explored by the use of case studies. In the first instance the course focuses on ethical considerations by examining the laws of war, and the use of genocide and indiscriminate bombing. Then, historical and contemporary variants of insurgency and terrorism are analysed, including social forms (banditry, mafias, and social protest), the military (the putsch and the coup), as well as selected case studies (which may vary from year to year) of, for example, N Ireland, Basque Country, Baader-Meinhof/ Red Brigades, Kosovo, Chechnya, Israel/Palestine, America, Algeria, Malaya, Vietnam, Afghanistan, Central America, and Iraq. The recent emergence of transnational groups such as Al Qaeda is located within the context of a pattern of state responses and state sponsoring of political violence and terrorism. The course compares the performance of different regimes (colonial, democratic, transitional democratic, and authoritarian) in managing violence, and investigates the changing ways in which the

international system has responded over time. The course concludes by evaluating the different political and military strategies employed to manage insurgency and terrorism.

**Teaching:** One two-and-a-half hour weekly seminar/lecture in the LT.  
**Reading list:** Ted Honderich, *After the Terror*, Edinburgh University Press (2003); Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books (1992); *Arguing about War*, Yale University Press (2004); R G Frey & Christopher W Morris, *Violence, Terrorism, and Justice*, Cambridge University Press (1991); David Whittaker, *The Terrorism Reader*, Routledge (2001); Paul Wilkinson, *Terrorism versus Democracy: The Liberal State Response*, Frank Cass (2000); Bruce Hoffman, *Inside Terrorism*, Columbia University Press (1998); Grant Wardlaw, *Political Terrorism: Theory, tactics, and Counter-Measures*, Cambridge University Press (1989); Ian F W Beckett, *Modern Insurgencies and Counter-Insurgencies: Guerrillas and their Opponents since 1750*, Routledge (2001); Michael Howard, George I Andreopoulos & Mark R Shulman (Eds), *The Laws of War, Constraints on Warfare in the Western World*, New Haven, Yale University Press (1994); Karma Nabulsi, *Traditions of War, Occupation, Resistance, and the Law*, Oxford University Press (1999); Robert Asprey, *War in the Shadows: The Classic History of Guerrilla Warfare from Ancient Persia to the Present*, Little, Brown & Co (1994); Charles Townsend, *Terrorism, A Very Short Introduction*, Oxford University Press (2002).

**Assessment:** A two-hour unseen written examination in the ST.

#### GV4A9

##### Comparative Politics Skills Course

**This information is for the 2005/06 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:** Five 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

##### Organisations, Ethics and Practical Policy Management

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor P Dunleavy, K300

**Availability:** This course is for the first year of the MPA in Public and Economic Policy, and interested MSc students.

**Core syllabus:** A graduate course providing an introduction to issues of organizational and policy management, international organization influences on policy-making, ethics and policy-making and combining analyses to reach overall conclusions. There are four modules of five weeks each. A full reading list will be distributed at the beginning of the course.

**MT (weeks 1-5): Introducing Organizational Analysis:** Taught by Professor Patrick Dunleavy, Government. Key ideas in organization theory; morphological and ecological approaches; cultural theory and institutional models; theories of bureaucracy; the distinctiveness of public sector organizations.

**MT (weeks 6-10): International Organizations and Institutions:** Taught by Dr Mathias Konig- Archebugi, International Relations/Government. The rational design of international institutions. Are international relations becoming more legalized? And is legalization always an advance? Private transnational governance. Norms, values and community in international relations. Normative theories of international institutional reform.

**LT (weeks 1-5): Ethics and Public Policy-making: foundations:** Taught by Eva-Maria Nag, 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.

**Teaching:** Seminars (20).

**Reading list:** Organised by section:

**MT (weeks 1-5): 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 6-10):** Barbara Koremenos et al (Eds), *The Rational Design of International Institutions*, Cambridge University Press, 2004. Judith L Goldstein et al (Eds), *Legalization and World Politics*, Cambridge, Mass: MIT Press, 2001; John Braithwaite & Peter Drahos, *Global Business Regulation*, Cambridge University Press, 2000.

**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. The remaining 20% per cent is 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 2005/06 session.**

**Teacher responsible:** Dr K Flikschuh, L207

**Availability:** Optional for MSc Political Theory and MSc Political Theory (Research); 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. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking. 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. Throughout the course, Kant's own political thinking will be compared and contrasted with versions of contemporary 'Kantianism'.

**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 Muholland, *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 an extended essay of between 4,000-5,000 words based on the topics examined on the course. The essay provides 100% of the formal assessment for this course (i.e. there are no examinations).



## GV4B7 Half Unit

## The Liberal Idea of Freedom

This information is for the 2005/06 session.

Teacher responsible: Dr K Flikschuh, LZ07

Availability: Optional for MSc Political Theory and MSc Political Theory (Research); 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.

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. The number of presentations will vary depending on the number of students taking the course.

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*.

Assessment: Assessment will consist of an extended essay of between 4,000-5,000 words based on a topic examined in the course. The essay provides 100% of the formal assessment for this course (ie there are no examinations).

## GV4B8 Half Unit Not available in 2005/06

## The Politics of Civil Wars

This information is for the 2005/06 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, Europe, Central America, and The Middle East. These cases may vary from year to year.

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 2005/06 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 semi-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; The Fascist model and varieties of right-wing authoritarianism in the 1920s and 1930s; The Communist model in Russia and Eastern Europe; Empires in the European semi-periphery; War and its effects, including 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 Bideleux, *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 2005/06 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; Maria 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 Hockenjos, *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%).

## GV4C4 Half Unit

## Legislative Politics: US

This information is for the 2005/06 session.

Teacher responsible: Dr C Schonhardt-Bailey

Availability: For Students on MSc Public Policy and Administration, MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin America) and MPA Public and Economic Policy. Other MSc students may take this course with permission. Students who are taking GV4C6 Legislative Politics: European Union cannot take this course. This course is capped.

Core syllabus: This course provides an advanced analysis of the theory and practice of legislative politics in the United States of America.

Content: This course provides an in-depth analysis of the theory and practice of legislative politics. In the first six weeks we examine types of legislatures (parliamentary, presidential), interests-based and ideology-based theories of legislative politics, theories of committee and party organisation, and the legislative process. During these weeks, the lectures (but not the seminars) will be joint with Professor Hix's course, Legislative Politics: EU. (Students will be enrolled in either Legislative Politics: US or Legislative Politics: EU.) Hence, the first part of the course will provide the theoretical framework for understanding legislative politics more generally, and thus will use examples from both the US and the EU. From weeks 7-10 (and for the revision sessions), the parallel courses each become autonomous. This course then focuses entirely on the US Congress and begins to explore its unique characteristics. We examine the legislative process in more detail, using in one week the classic examples of the Smoot-Hawley Tariff of 1930 and the Reciprocal Trade Agreements Act of 1934. During weeks 7-10, students will engage in a simulated legislative session, using the LEGSIM software. Outside class, students will be expected to draft a piece of legislation, debate and vote on it in the simulated legislature. In week 10, the lecture and seminar will be merged in order for students to present their legislation and report on the results of their legislative experience.

Teaching: Ten one-hour lectures and ten one-and-a-half hour seminars in the LT. Revision seminars will be offered in the third and fourth weeks of the ST. During Weeks 1-6, lectures only will be given jointly with Legislative Politics: EU (GV4C6). During Weeks 7 - 10, students will engage in a 'virtual' legislature (out of class) and will be expected to draft a piece of legislation, to be debated and voted upon in this legislature. Further details will be given in seminars.

Written work: Students will be required to submit one formative essay in week 6.

Reading list: Steven S Smith, *The American Congress*, 2nd edn, Houghton Mifflin, Boston, 1999; Charles Stewart, *Analyzing Congress*, W W Norton, 2001; D R Mayhew, *Congress, The Electoral Connection*, Yale University Press, 1974; D R Mayhew, *America's Congress: Actions in the Public Sphere, James Madison Through Newt Gingrich*, 2000; K T Poole, & H Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*, Oxford University Press, 1997; K Krehbiel, *Information and Legislative Organization*, University of Michigan Press, 1991; G W Cox, & M D McCubbins, *Legislative Leviathan: Party Government in the House*, University of California Press, 1993; B Sinclair, *Unorthodox Lawmaking: New Legislative Processes in the U.S. Congress*, 2nd edn, Washington, DC, Congressional Quarterly Press.

Assessment: Two parts: (1) a two-hour unseen written examination in June, accounting for 67% of the mark (consisting of short reply and essay

questions); and (2) an essay of 4,000 words on one of the topics, which must apply the theoretical issues to empirical data, to be submitted at the end of Week 1 of ST, accounting for the remaining 33% of the mark.

## GV4C5 Half Unit

## Politics of Economic Policy

This information is for the 2005/06 session.

Teacher responsible: Dr C Schonhardt-Bailey

Availability: For Students on MSc Public Policy and Administration, MSc Comparative Politics, MSc Comparative Politics (Empire), MSc Comparative Politics (Latin American), MSc European Politics and Governance (Stream 2) and students on the MPA Public and Economic Policy programme. Other MSc students may take this course with permission (subject to a maximum of 38).

Core syllabus: This course provides an advanced policy-oriented analysis of the politics of economic policymaking in advanced industrialized countries and selected developing countries.

Content: This course provides a contemporary, historical and comparative introduction into the politics of economic policy. It applies explicitly the frameworks of interests-based, ideational and institutional approaches to the study of economic policies. It seeks to explore both the independent and interactive effects of interests, ideas and institutions on economic policies. These policies include macroeconomic policy areas such as EMU, the European Stability and Growth Pact, exchange rate policy and independent central banking, as well as trade policy (contemporary and classic case studies), and agricultural policy. Thus, the course examines some of the economic policies of the European Union, other advanced industrialized countries and developing countries.

Teaching: The course will comprise eight one-hour lectures and ten two-hour seminars during the MT and two revision sessions in the ST. The first three weeks present the theoretical frameworks of interests, ideas and institutions, as applied to the politics of economic policymaking more generally. Weeks 4-10 focus on specific economic policies, including independent central banking, EMU, trade, agriculture and exchange rate policy. Six to seven of the course lectures will be given jointly with the undergraduate course, *Politics of Economic Policy* (GV227).

Written work: Students will be required to submit one formative essay in week 6.

Reading list: T Persson & G. Tabellini, *Political Economics: Explaining Economic Policy*, MIT Press, 2000; S H Ainsworth, *Analyzing Interest Groups: Group Influence on People and Policies*, W W Norton, 2002; M Blyth, *Great Transformations: Economic Ideas and Institutional Change in the Twentieth Century*, Cambridge University Press, 2002; F McGivray, et al, *International Trade and Political Institutions*, Edward Elgar, 2001; H Milner, *Interests, Institutions, and Information: Domestic Politics and International Relations*, Princeton University Press, 1997; F McGivray, *Privileging Industry: The Comparative Politics of Trade and Industrial Policy*, Princeton, 2004; Alan S Blinder, *Central Banking in Theory and Practice*, Cambridge, MIT Press, 1998; Kathleen R McNamara, *Currency of Ideas: Monetary Politics in the European Union*, Cornell University, 1998; A D Sheingate, *The Rise of the Agricultural Welfare State: Institutions and Interest Group Power in the United States, France, and Japan*, Princeton University Press, 2001.

Assessment: Two parts: (1) a two-hour unseen written examination in June, accounting for 67% of the mark (consisting of short reply and essay questions); and (2) a long essay of 4,000 words on one of the topics, which must apply the theoretical issues to empirical data, to be submitted at the end of Week 1 of LT, accounting for the other 33 % of the mark. (The long essay must be on a topic different from the formative essay.)

## GV4C6 Half Unit

## Legislative Politics: European Union

This information is for the 2005/06 session.

Teacher responsible: Professor Simon Hix, L104

Availability: Primarily for students on MSc European Politics and Governance (Stream 1), but also available to students on MSc Public Policy and Administration and MPA Public and Economic Policy. Other MSc students may take this course with permission of the teacher responsible. Students who are taking GV4C4 Legislative Politics: United States cannot take this course. This course is capped.

Core syllabus: The course provides a theoretical and empirical analysis of legislative politics in the European Union, focussing on political behaviour and organization in the European Parliament, and the role of the European Parliament in the EU's legislative procedures.

Content: At a theoretical level, the course will introduce the student to general theories of legislative behaviour and organization - such as the role of interests and ideology in legislative politics, how legislative parties and committees work, the use of NOMINATE to 'map' legislative voting behaviour, and how agenda-setting and veto-power rules shape policy outcomes. At an empirical level, the course will focus on the operation of



the Consultation and Co-decision procedures in the EU, and how politics inside the European Parliament and between the EP, the Council and the Commission shapes EU policy outcomes.

**Teaching:** Ten one-hour lectures and ten one-and-a-half-hour seminars in the LT and two revision sessions in weeks 3 and 4 of the ST. The lectures in weeks 1-6 will be given jointly with Legislative Politics: United States (GV4C4).

**Written work:** Students will be required to write one non-assessed short essay plus a 4,000 word assessed long-essay. The long essay should be an 'analytic narrative' of a piece of EU legislation. The seminar in week 7 will be dedicated to explaining the essay project.

**Reading list:** S Hix, *The Political System of the European Union*, 2nd edn, Palgrave, 2005; S Hix & R Scully (Eds), *The European Parliament at Fifty*, special issue of *Journal of Common Market Studies* 41(2), 2003; R Corbett, F Jacobs & M Shackleton, *The European Parliament*, 4th edn, Catermill, 2000; G Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002; G Cox & M McCubbins, *Legislative Leviathan: Party Government in the House*, University of California Press, 1993.

**Assessment:** Two parts: (1) a two-hour unseen written examination in June, accounting for 67% of the mark (consisting of short answers and essay questions); and (2) a 4,000 long-essay to be submitted at the end of Week 1 of ST, accounting for the other 33% of the mark.

### GV4C7 Half Unit

#### Warfare and National Identity

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr John Hutchinson, Q102.

**Availability:** Guaranteed entry for MSc Nationalism and Ethnicity. Recommended, should space permit, for MSc European Politics and Governance, MA/MSc History of International Relations and MSc European Political Economy: Transition. Available for other MSc students, if space permits. Only one seminar will be offered.

**Core syllabus:** Investigations into the relationships between warfare and the formation of national identities, and the implications of this analysis for understanding contemporary politics.

**Content:** The issues cover three 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; revolts of ethnic minorities and genocide; *Nationalism, religion and conflict*, including nationalism as a cause of war; religio-national wars; and 'the clash of civilisations'.

**Teaching:** Lectures 10 MT, Seminars 12 (including revision) MT and ST.

**Written work:** Students are required to write two 1,500 word essays.

**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; M Howard, *War in European History*, 1976; J. Hutchinson, *Nations as Zones of Conflict*, Sage 2004; 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; N Yuval-Davis, *Gender and Nation*, 1996; Y Zerubavel, *Recovered Roots: Collective Memory and the Making of the Israeli Nation*, 1995.

**Assessment:** One two-hour unseen written examination in the ST.

### GV4C8 Half Unit

#### Formal Modelling of Social Interactions

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr Torun Dewan, L310 and Dr Valentino Larcinese.

**Availability:** Optional for students on the MRes Political Science, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MPA Public and Economic Policy, and as an outside option.

**Core syllabus:** Introduction to decision theory and game theory for graduate students of political science.

**Content:** 1. Preferences, utility and choice. Ordinal and cardinal utility functions. Optimization: the Lagrange multiplier method. Indirect utility function.

2. Choice under risk and uncertainty. Von Neuman-Morgenstern utility function. Risk aversion. First and second order stochastic dominance.

3. Introduction to game theory. The ingredients of games. Static games of complete information. Normal form and extensive form representation. Dominant strategies. The Prisoner's dilemma. Iterated deletion of strictly dominated strategies. Nash equilibrium. Coordination games. Mixed strategies.

4. Dynamic games of complete information. Backward induction and subgame perfection. The time inconsistency problem. Commitment. Sequential bargaining. Finitely and infinitely repeated games. The folk theorem.

5. Incomplete information. Bayes rule and rationality. Bayesian Nash equilibrium. Perfect Bayesian equilibrium. Signalling games. Cheap-talk games. Reputation.

**Teaching:** Seven two-hour lectures (MT), three two-hour seminars (MT) and two two-hour seminars (ST).

**Reading list:** M J Osborne, *An Introduction to Game Theory*, Oxford University Press 2004; R Gibbons, *A primer in game theory*, Pearson Education Limited, 1992; P J Lambert, *Advanced Mathematics for Economists*, Blackwell, 1985; H R Varian, *Microeconomic analysis*, Norton, 1992; E Rasmusen, *Games and Information*, Blackwell, various editions; A Mas Colell, M D Whinston & J R Green: *Microeconomic Theory*, Oxford University Press, 1995.

**Assessment:** Two-hour unseen examination in the ST.

### GV4C9 Half Unit

#### The Refashioning of Leviathan in South-East Asia

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor John Sidel, Q202

**Availability:** MSc Comparative Politics, MSc Global Politics and MSc Development Studies.

**Core syllabus:** In John Furnivall's classic essay on British colonial Burma, "The Fashioning of Leviathan," he traced the rise of the modern state in Southeast Asia as the economies of the region were rapidly marketized and integrated in new ways into the world economy. In classic Polanyian form, this pattern of state reorganization combined with the several decades of economic growth it facilitated to prefigure new forms of religious, social, and political association and activity in Southeast Asia in the first decades of the 20th-century, eventually paving the way for the 'nationalist' revolutions that led to independence throughout the region. This course applies Furnivall's critical lens to developments in Southeast Asia beginning nearly a full century after the scene sketched in "The Fashioning of Leviathan." The course takes as its point of departure the pattern of state reorganization in the region which unfolded during the Cold War and the economic growth and social change which proceeded under its auspices. The course focus its attention on the variegated patterns of political change which have crystallized in Southeast Asia around the turn of the 21st century. The course traces the various dimensions of social and political change in the region and examines competing explanations for the similarities and differences observed across different countries.

**Content:** The course will focus on the four most important and interesting countries in Southeast Asia: Indonesia, the Philippines, Thailand, and Vietnam. The course will cover key questions, arguments, and debates in the study of the politics of these four countries, as conceptualised against the backdrop of a framework rooted in comparative politics and comparative historical sociology. The questions to be addressed include the diverging trajectories of economic development and democratization in the region, and variegated patterns of domination and resistance in local politics, political mobilization along religious, ethnic, and regional lines, rent-seeking and corruption, and 'populist' and 'reformist' challenges in the countries of the region.

**Teaching:** Ten one-hour lectures, followed immediately by ten one-and-a-half hour seminars in MT. If more than 12 students take the course, there will be two separate seminar groups.

**Written work:** One 1,000 word essay due Reading Week (non-assessed) and one 3,000 word essay due at the end of the course on topics to be determined in close consultation with the instructor. This essay constitutes 50% of the assessment.

**Reading list:** Benedict Anderson, *The Spectre of Comparisons: Nationalism, Southeast Asia, and the World* (London: Verso, 1998); Hans Antlov & Sven Cederroth (Eds), *Elections in Indonesia: The New Order and Beyond* (London: RoutledgeCurzon, 2004); Lorraine V Aragon, "Communal Violence in Poso, Central Sulawesi: Where People Eat Fish and Fish Eat People," *Indonesia* 72 (October 2001), pp. 45-79; Daniel Arguiros, *Democracy, Development and Decentralization in Thailand* (London: Curzon, 2001); Edward Aspinall & Greg Fealy (Eds), *Local Power and Politics in Indonesia: Decentralisation and Democratization* (Singapore: Institute of Southeast Asian Studies, 2003); Chris Baker, "Thailand's Assembly of the Poor: Background, Drama, Reaction," *South East Asia Research*, Volume 8, Number 1 pp. 5-30 (March 2000); John S Furnivall, "The Fashioning Of Leviathan," *Journal of the Burma Research Society*, Volume 29, Number 1 pp. 3-137 (1939); Martin Gainsborough, *Changing Political Economy of Vietnam: The Case of Ho Chi Minh City* (London: RoutledgeCurzon, 2002); Natasha Hamilton-Hart, *Asian States, Asian Bankers: Central Banking in Southeast Asia* (Ithaca: Cornell University Press, 2002).

**Assessment:** One 3,000 word essay (50%) and a two-hour examination (50%).

### GV4D1 Half Unit

#### War and Morality

**This information is for the 2005/06 session.**

**Teacher responsible:** Cécile Fabre, K301

**Availability:** For MSc Political Theory and students from other degrees, subject to numbers. This course may not be taken in combination with IR405 and IR406.

**Core syllabus:** (a) Grounds for waging a war; (b) Conduct in War; (c) Weapons of mass destruction; (d) Terrorism.

**Content:** Under what conditions, if any, is a country morally entitled to go to war? Only to defend itself against aggression by others, or to further some of the legitimate goals of a nationally self-determining country? Is humanitarian intervention merely permissible or, in some cases, mandatory as well?

So much, then, for the question of going to war (*ius ad bellum*.) Once a country is engaged in a just war, though, can its leaders do whatever it takes to shorten the war, or are they constrained by moral rules, most notably pertaining to the killing of civilians (*ius in bello*)? If it is sometimes permissible to kill civilians, is it permissible to do so however one wishes, or is the use of certain kinds of weapons, ie weapons of mass destruction, morally ruled out? Finally, is it indeed the case that, as most would argue, there can be no possible justification for terrorism?

These are questions which we constantly have to reflect upon as citizens of countries which are engaged in wars we deem just, as witnesses of wars waged by other countries. The course is meant to shed some light on some of the dilemmas raised by the conduct of war.

**Teaching:** Ten seminars of two-hours each, and two revision seminars of two-hours each in the ST.

**Written work:** Two essays of about 2,500 words each.

**Reading list:** M Walzer, *Just and Unjust Wars*; C Brown, *Sovereignty, Rights and Justice*; H Shue (Ed), *Nuclear Deterrence and Moral Restraint*; N J Wheeler, *Saving Strangers: Humanitarian Intervention in International Society*; R G Frey & C W Morris (Eds), *Violence, Terrorism and Justice*.

**Assessment:** The course will be assessed by way of an assessed essay, to be submitted in the seventh week of ST, of between 5,000-6,000 words.

### GV4D2 Half Unit

#### Max Weber and Nationalism

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor John Breuilly, L200

**Availability:** MSc Nationalism and Ethnicity, MSc Global Politics and students from other degree programmes subject to numbers.

**Core syllabus:** Max Weber's views on nation as sociological category and nationalism as a form of politics; how these are related to one another, especially in the light of Weber's own sharp distinction between science and values; Weber's impact on the understanding of nation and nationalism.

**Content:** This course explores a particularly sharp example of the problematic relationship between theory and practice, science and values. Max Weber (1864-1920) is one of the key founders of classical sociological theory. As a theorist he argued for "value-free" social science. His solution, the development of "ideal-types", included the elaboration of a concept of the nation. At the same time, in the sphere of values Weber was a passionate German nationalist who called for the pursuit of world power by charismatic political leaders. If nation was a sociological concept grounded in rational and value-free science by contrast nationalism appeared as one political value amongst many possibilities, chosen on a non-rational basis. Is it possible to maintain such a sharp distinction between science and values, sociology and politics, theory and practice? In addition to these questions, considered specifically in connection with the subjects of nation and nationalism, we will also investigate what Weber has contributed to our understanding of these subjects, relating that contribution to the work of contemporary and subsequent thinkers on the subject.

At the end of the course students will have acquired a good understanding of: Political ideas and values in Germany and Europe more generally between 1890 and 1920; Weber's work as a theorist of society and politics; The character of nationalist and imperialist politics and conflicts in Weber's Germany and Europe.

The seminars will address the following issues: The problem: nation/nationalism as sociological categories and nation/nationalism as political values; Background: Weber's youth and the Bismarckian era in Germany; Politics as struggle: why Germany must pursue world power; Politics as struggle: why Germany must be led by politicians; Weber's theory of nationalism: the distinctive role of power; Weber and nationalities policy: nations without power; Weber's science/value distinction and its bearing on the understanding of nationalism; The challenge of world war: Weber's nationalism 1914-1918; The challenge of defeat: Weber's nationalism 1918-1920; Weber the nationalist and Weber the theorist of nation and nationalism.

**Teaching:** Ten one-hour lectures and ten ninety-minute seminars in the LT,

plus two revision seminars of ninety minutes in the ST.

**Written work:** Two course essays of about 2,000 words each.

**Reading list:** Max Weber, *Political Writings* (Ed Lassmann & Speirs); *From Max Weber* (Ed Gerth & Mills); *Selections in Translation* (Ed Runciman); *Methodology of the Social Sciences* (Ed Shils & Finch); *Economy and Society* (Ed Roth & Wittich); Studies of Weber: W Mommsen, *Weber and German Politics*; D Beetham, *Max Weber and the theory of modern politics*; Fritz Ringer, *Max Weber: an intellectual biography*. W Mommsen (Ed), *Max Weber and his Contemporaries*; Studies of German history: J. Breuilly (Ed), *19th century Germany*; M Fulbrook (Ed), *20th Century German History*; W Mommsen, *Imperial Germany, 1867-1918*.

**Assessment:** One two-hour, two question unseen examination (with a total of eight questions set).

### GV4D3 Half Unit

#### Local Power in an Era of Globalization, Democratization and Decentralization

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor John Sidel, Q202

**Availability:** MSc Comparative Politics, MSc Global Politics and MSc Development Studies.

**Core syllabus:** Over the course of the past two decades, the inter-related processes of marketization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of 'local despotisms' - "authoritarian enclaves," "bosses", "caciques", "chiefs", "clans", "local strongmen", "mafias", "warlords" - in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of local despotism: competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation.

The goals of the course are twofold. First, the course is intended to offer a critical examination of competing accounts of and explanations for the phenomenon of 'local despotism' in the developing world. Second, the course is also intended to help students think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies.

**Content:** The course begins with an examination of the literature on "Old Corruption" in 18th-century England, machine politics in the United States, in both its Southern county and Northern city variants, and mafia and machine politics in southern Italy. The course then turns to cases of 'local despotism' in diverse settings. The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafia, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and political change. Successive weeks treat bosses in Russia, village elites in China, chiefs in Africa, and machine politicians in India. The final weeks of the course shift attention to the specific problems of power and powerlessness in major conurbations as found in Lagos, Nigeria and the Pearl River Delta of Southern China, and finally to the efforts to challenge local despotic rule and to create "countervailing power" through local popular mobilization and participation in politics in various parts of Latin America.

**Teaching:** Ten one-hour weekly lectures and ten one-and-a-half hour weekly seminar discussions in the LT.

**Written work:** One 1,000 word essay due by reading week (non-assessed) and one 3,000 word essay due at the end of the term, the topic of which is to be decided in close consultation with the course instructor. This essay constitutes 50% of the assessment.

**Reading list:** Rebecca Naear Abers, *Inventing Local Democracy: Grassroots Politics in Brazil* (Boulder: Lynne Rienner, 2000); Javier Auyero, *Poor People's Politics: Peronist Survival Networks and the Legacy of Evita* (Durham: Duke University Press, 2000); Catherine Boone, *Political Topographies of the African State: Territorial Authority and Institutional Choice* (Cambridge: Cambridge University Press, 2003); Tim Campbell, *The Quiet Revolution: Decentralization and the Rise of Political Participation in Latin American Cities* (Pittsburgh: University of Pittsburgh Press, 2000); Judith Chubb, *Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities* (Cambridge: Cambridge University Press, 1982); Chuihua Judy Chung, Rem Koolhaas, Sze-Tsung Leong, *Great Leap Forward* (Cambridge: Harvard Design School, 2001); Steven P. Erie, *Globalizing L.A.: The Politics of Trade, Infrastructure, and Regional Development* (Stanford: Stanford University Press, 2004); Steven P. Erie,



*Rainbow's End: Irish-Americans and the Dilemmas of Urban Machine Politics, 1840-1985* (Berkeley: University of California Press, 1988).  
**Assessment:** One 3,000-word essay due at the end of the term (50%) and one two-hour unseen examination (50%).

#### GV4D4 Half Unit

##### Comparative Politics of Redistribution in Advanced Democracies

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Jonathan Hopkin, K307

**Availability:** MSc Comparative Politics, MSc European Politics and Governance, MSc Global Politics and MSc Public Policy and Administration.

**Content:** This course provides an overview of contemporary redistributive politics in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development. The course draws largely on literature from the field of comparative politics, although perspectives from other disciplines - such as economics and social policy - are brought in as appropriate. The focus is on tracing the interactions between political institutions such as political parties and elections, labour market institutions, and the redistributive institutions of the welfare state. This approach is used to examine the growth of the public sector in the twentieth century, the differences between Social Democratic and Christian Democratic welfare states, the impact of wage bargaining institutions, the redistributive implications of age, gender and territorial location, and redistribution through corruption and rent-seeking. By tracing interactions between constitutional arrangements, electoral politics, and the institutions of the welfare system and the labour market, explanations can be provided for the striking differences in social cohesion and human development amongst the world's rich democracies.

**Teaching:** One-hour lecture and 90 minute seminar every week for ten weeks.

**Reading list:** United Nations Development Programme (UNDP) (2004). 'Human Development Indicators', in *Human Development Report 2004*. New York: United Nations; Olson, Mancur (1982) *The Rise and Decline of Nations*. New Haven: Yale University Press; P Hall, (1989), 'Introduction', in P. Hall (ed.), *The political power of economic ideas: Keynesianism across nations*. Princeton: Princeton University Press; Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press; Castles, Frank (1998). *Comparative Public Policy. Patterns of Postwar Transformation*. Cheltenham: Edward Elgar, Chs.1-5; Garrett, Geoffrey (1998). *Partisan Politics in the Global Economy*. Cambridge: Cambridge University Press; Van Kersbergen, Kees (1999). 'Contemporary Christian Democracy and the Demise of the Politics of Mediation', in Herbert Kitschelt et al (Eds), *Continuity and Change in Contemporary Capitalism*. Cambridge: Cambridge University Press, pp.293-317; Lipsset, Seymour M. and Gary Marks (2001). *It Didn't Happen Here. Why Socialism Failed in the United States*. New York: W W Norton; Mulé, Rosa (2001). *Political Parties, Games and Redistribution*. Cambridge: Cambridge University Press; Wallerstein, Michael (1999). 'Wage-Setting Institutions and Pay Inequality in Advanced Industrial Societies', *American Journal of Political Science* 43: 649-80; Esping-Andersen, Gosta and Marino Regini (2000). *Why Deregulate Labour Markets?* Oxford: Oxford University Press; Helen Fawcett, 'The Privatisation of Welfare. The Impact of Parties on the Private/Public Mix in Pension Provision', *West European Politics* 18: 150-69 (1995); Tanzi, Vito (2000). *Policies, Institutions and the Dark Side of Economics*. Cheltenham: Edward Elgar.

**Assessment:** One assessed essay of 2,500 words (25%) and one three-hour examination (75%).

#### GV4D5 Half Unit

##### Group Working and Leadership

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor P Dunleavy, K300, Professor Mulgan, Mr Jones and others

**Availability:** This course is for second year students on the MPA Public and Economic Policy. It completes and complements the first year MPA course Gv4B1 Organizations, Ethics and Practical Policy Management. Students should have attended the first year of the course (or the equivalent courses at Columbia or Sciences Po for Dual MPA students).  
**Core syllabus:** A half-unit graduate course providing an introduction to issues of leadership and group working in public sector organizations. There are two modules, each of five weeks in duration:

**MT (weeks 3-7): Group Working:** The importance of group working and teams in modern organizations; team dynamics; managing groups productively; common problems in group working; doing effective group presentations. This is a practical and experiential module, taught using workshops. Students will additionally draw on their group working experiences during the MPA Capstone Project (GV4B3).

**LT (weeks 6-10): Leadership and Strategic Change Management in Government:** Centrally managing performance management in the modern public sector; change management in large-scale administrative mergers and amalgamations; achieving joined-up government; e-government, forcing technological change and knowledge management; major crisis management. A case-orientated approach is used. (The module is available in this form in 2005-6 only).

**Teaching:** Ten two-hour seminars.

**Reading list:** A full reading list will be distributed at the beginning of the course but useful preliminary readings are: Policy and Innovation Unit, *Wiring It Up: Whitehall's Management of Cross-cutting Policies and Services* (London: Cabinet Office, January 2000); Six, Perri. Gerry Stoker et al, *Towards Holistic Government: The New Reform Agenda* (Basingstoke: Palgrave, 2002); P Dunleavy et al, *Government on the Web II* (London: The Stationery Office, 2002), HC 764 Session 2001-2.

**Assessment:** An essay of no more than 3,000 words submitted within one week of the end of Lent Term (counts for 50% of overall marks); the completion of two project exercises within the group skills module (counting for 17% each); and the student's structured participation in the seminars, including preparation of briefing notes, presentations and oral contributions (counts 16%).

#### GV4M1 Half Unit

##### Skills Programme 1

**This information is for the 2005/06 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 (Empire), 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 2005/06 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 (Empire), 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:** 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 2005/06 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 2005/06 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor A Rodriguez-Pose, S506

**Availability:** For MSc Local Economic Development and nominated MPhil/PhD Geography students in their first year of registration, but also available to other suitably qualified students.

**Core syllabus:** Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development.

**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

##### Globalization, Regional Development and Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor 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 Urbanisation and Development, MSc Environment and Development and MSc Development Management. 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 2005/06 session.**

**Teacher responsible:** Professor I R Gordon, S505a. Other teacher involved, Professor P C Cheshire, S405

**Availability:** Primarily for students taking MSc Local Economic Development, MSc Development Management, MSc Development Studies and MSc European Politics and Governance. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

**Core syllabus:** Analysis of theoretical and institutional issues, empirical evidence, 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; N Buck, I Gordon, A Harding & I Turok (Eds), *Changing Cities*, Palgrave Macmillan, 2005.

**Assessment:** One unseen examination of three hours (75%) and two essays of 1,500 words on a title approved by the course convenor to be submitted early in the ST (25%).

#### GY409 Half Unit

##### Globalization and Regional Development

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor M Storper, S408

**Availability:** Primarily for students taking MSc Local Economic Development, MSc Urbanisation and Development, MSc Cities, Space and Society, MSc Development Management and MSc Environment and Development. 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 (GY407.1).

**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 2005/06 session.**

**Teacher responsible:** Professor P C Cheshire, S405

**Availability:** Primarily for students taking MSc Local Economic Development, MSc Development Management and MSc City Design and Social Science. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

**Core syllabus:** Analysis of theoretical and institutional issues and empirical evidence 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

##### Development and Urban Social Change in the South

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor S E Corbridge, S407. Other teacher involved, Dr S Chari, S418

**Availability:** For students taking: MSc Cities, Space and Society, MSc Development Studies, MSc Environment and Development, MSc Human Geography (Research), MSc Local Economic Development, MSc Urbanisation and 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 unit GY431 **Cities, People and Poverty in the South**.

**Core syllabus:** The course attempts to build on a history of development thinking, the translation into development strategies and how these processes combine across a spectrum of macro and micro-level perspectives of how states, low-income households and civil society

organisations manage scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities, tracing the consequences of social and economic development processes for interventions on the part of governments, international development agencies and NGOs, and how development interfaces with the variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the second part of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes.

**Content:** Development Theory and Policy; Marx, Weber, Durkheim and Naoroji; The Invention of 'International Development'; Radical Critiques; Neoliberalism and the Washington Consensus; Anti-developmentalism; Participation and Social Capital; Good and Bad Governance; Sustainability and Globalisation; Development as Freedom; Population growth and distribution; Migration and migrant adaptation; Employment and income; Poverty and poverty alleviation; Gender, household structure and household survival strategies; urban informality; Nutrition, health and education, youth and ageing; 'top-down' and 'bottom-up' initiatives; injustice and popular politics.

**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; J Beall (Ed), *A City for All*, 1997; J. Bhagwati *In Defense of Globalization*, 2004; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; A. Escobar (1995) *Encountering Development*; A. Grinspun (Ed), *Choices for the Poor*, 2001; J Harriss, *Depoliticising Development*, 2001; B Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; D Satterthwaite, *Coping with Rapid Urban Growth*, 2002; A K Sen, *Development as Freedom*, 2000; D Narayan and P Pletsch (Eds), *Voice of the Poor*, 2002; 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; World Bank, *World Development Report 2000/2001: Attacking Poverty*, 2000. Key journals/reports: *Environment and Urbanisation*, *Third World Planning Review*, *Human Development Report* (UNDP).

**Assessment:** One extended essay (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

##### Regional Development and Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor A Rodriguez-Pose, S506

**Availability:** For students taking MSc Local Economic Development, MSc Environment and Development, MSc Regional and Urban Planning Studies, MSc Cities, Space and Society, MSc Urbanisation and Development, MSc Global Media and Communications, 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 2005/06 session.**

**Teacher responsible:** Dr D Perrons, B505. Other teacher involved, Professor S Chant, S515

**Availability:** Optional for MSc Culture and Society, MSc Gender and Social Policy, MSc Environment and Development, MSc Development Studies, MSc Cities, Space and Society, MSc Urbanisation and Development, MSc Gender, MSc Regulation and MSc Regulation (Research). Other graduate students may take the course subject to the Regulations for their Degrees.

**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:** **LT-Part 1:** 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-Part 2:** Gender inequalities and development in the South. 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:** **LT:** 10 x two-hour lecture and seminar sessions (weekly in two blocks).

Note this is a full unit made up of two blocks of teaching taught entirely in the LT.

**Written work:** Students will be expected to produce one essay for each part of the course and make seminar presentations.

**Reading list:** No single book covers the whole course. The following are useful basic reading:

**LT Block 1:** 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; L Sandercock, *Cosmopolis II*, 2003.

**LT Block 2:** 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; *IDS Bulletin 35:4* Special issue: 'Repositioning Feminisms in Development', 2004; A Fraser & I Tinker (Eds), *Developing Power: How women transformed International Development*, 2004; 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; Women's International Coalition for Social Justice (Eds), *Seeking Accountability on Women's Human Rights*, 2004

**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 2005/06 session.**

**Teacher responsible:** Professor I R Gordon, S505a

**Availability:** For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc Human Geography (Research) and MSc Urbanisation and Development. 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 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:** Two-hour unseen examination.

#### GY420

##### Environmental Regulation: Implementing Policy

**This information is for the 2005/06 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 MSc Biomedicine, Bioscience and Society, MSc Environment and Development, MSc Human Geography (Research), MSc Management and Regulation of Risk, MSc Local Economic Development, MSc Development Studies, MPA Public and Economic Policy, MSc Regulation and MSc Regulation (Research) students.

**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 Ogus, *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 2005/06 session.**

**Teacher responsible:** Professor S Chant, S515

**Availability:** For students taking MSc Urbanisation and Development, MSc Human Geography (Research), MSc Cities Space and Society, MSc Environment and Development, MSc Population and Development, MPA Public and Economic Policy, MSc Gender and Social Policy and MSc Health, Community and 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; 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; *IDS Bulletin 35:4* Special Issue: 'Repositioning Feminisms in Development', 2004; 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; Women's International Coalition for Social Justice (Eds), *Seeking Accountability on Women's Human Rights*, 2004.

**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 2005/06 session.**

**Teacher responsible:** Dr D Perrons, B505

**Availability:** For students on MSc Cities Space and Society, MSc Urbanisation and Development, MSc Human Geography (Research), MSc Local Economic Development and MSc Gender, Development and Globalisation. 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:** **LT:** 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; L Sandercock, *Cosmopolis II*, 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 2005/06 session.**

**Teacher responsible:** Dr E Neumayer, S416. Other teacher involved: Dr A Gouldson, S414

**Availability:** This course will form a core course for MSc Environmental Policy, Planning and Regulation and MSc Environment and Development. It may be taken as an option by students on MSc Biomedicine, Bioscience and Society, MSc Urbanisation and Development, MSc Human Geography (Research) and MPA Public and Economic Policy. 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 and sustainable development, appraises the availability of natural resources for and the environmental consequences of sustained economic growth, analyses indicators for measuring progress toward sustainable development and addresses the link between international trade and the environment.

**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: Genuine Savings (GS) and the Index of Sustainable Economic Welfare (ISEW) or Genuine Progress Indicator (GPI).

**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 Millenium? 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 2005/06 session.**

**Teachers responsible:** Dr A C Pratt, S410. Other teachers involved: Dr M M Low, S512 and Dr D Rogers, S412

**Availability:** Students registered on MSc Cities, Space and Society, MSc Human Geography (Research), MSc City Design and Social Science, MSc Culture and Society and MPA Public and Economic Policy. 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 2005/06 session.

**Teacher responsible:** Dr Sharad Chari, S418

**Availability:** For students taking MSc Cities, Space and Society, MSc Human Geography (Research); also MSc Environment and Development, MSc Health, Community and Development and MSc Regional and Urban Planning Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. NOT to be taken with GY411 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 Not available in 2005/06

##### Cities, Culture and Politics in the South

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For students taking MSc Cities, Space and Society, MSc Urbanisation and Development, 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 Third World Urbanisation.

**Core syllabus:** This course aims to provide theoretically informed perspectives on social and cultural aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

**Content:** Representing Third World cities; colonial management, sanitation and race; post-colonialism and modernism; globalisation and global cities; conservation and heritage; representations of slums and city as theme park; contests for public and private space; urban movements and citizenship.

**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: N Alsayyad, *Hybrid Urbanism: on the identity discourse and the built environment*, 2001; R Bishop; J Philips & W W Yeo, *Postcolonial Urbanism: southeast Asian Cities and Global Processes*, 2003; J Holston, *The Modernist City: An Anthropological Critique of Brasilia*, 1990; A King, *Spaces of Global Cultures*, 2004; 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; A Roy, A & N Alsayyad, *Urban Informality: transnational perspectives from the Middle East, Latin American and South Asia*, 2004; 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 2005/06 session.

**Teacher responsible:** Professor Y Rydin, S413

**Availability:** Course principally intended for MSc Urbanisation and Development, MSc Environmental Policy, Planning and Regulation; MSc Cities, Space and Society; MSc Human Geography (Research); MSc City Design and Social Science; MPA Public and Economic Policy; 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 focussing on policy concepts and tools; 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; global perspectives on urban sustainability; models of urban sustainability.

**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; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Houghton & 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 Ravez, *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.

#### GY436

##### Nationalism, Democracy and Development in Contemporary India

This information is for the 2005/06 session.

**Teachers responsible:** Professor Stuart Corbridge (Geography), S407 and Professor John Harriss (DESTIN), U106

**Availability:** For MSc Geography and Environment, MSc Environment and Development, MSc Global Politics, MSc Development Studies and MSc Urbanisation and Development; 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; Indian Nationalism; Gandhi, Nehru and Savarkar, the Constituent Assembly and the Invention of Modern India; language States and Punjab/Kashmir; the Crisis of Indian Planning and Liberalization; Globalization, Poverty 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; S Corbridge, G Williams, M Srivastava & R Veron, *Seeing the State: Governance and Governmentality in India*, Cambridge, 2005; T Byres (Ed), *The Indian Economy: Major Debates Since Independence*, Oxford, 1998; R Cassen & V Joshi (Eds), *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 Today*, 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), *The Success of India's Democracy*, Cambridge, 2002; A Kohli, *Democracy and Discontent: India's Crisis of Governability*, Cambridge, 1990; R Kothari, *Politics in India*, Little and Brown, 1970; P Chatterjee, *The Politics of the Governed*, Columbia, 2004; J Sachs, A Varshney & N Bajpai (Eds), *India In The Era of Economic Reforms*, Oxford, 1999; L Rudolph & S Rudolph, *The Modernity of Tradition*, Chicago, 1967; L Rudolph & S Rudolph, *In Pursuit of Lakshmi*, Chicago, 1987; A Vanaik, *The Painful Transition*, Verso, 1990; A Vanaik, *The Furies of Indian Communalism*, Verso, 1997. *Journals/Economic and Political Weekly* is essential. The news magazine *Frontline* will be valuable. **Assessment:** Will be by means of two essays of 1,500 words (30%) and a final examination (70%).

#### GY442 Half Unit

##### Critical Perspectives on the Greening of Industry

This information is for the 2005/06 session.

**Teacher responsible:** Dr Andrew Gouldson, S414

**Availability:** Available to 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 2005/06 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, MSc Human Geography (Research), MSc Biomedicine, Bioscience and Society, MSc Management and Regulation of Risk and MPA Public and Economic Policy. Also available to other students subject to programme regulations.

**Core syllabus:** This course examines the role of environmental assessment in the planning process. It introduces the techniques of environmental impact assessment (EIA) at the project level and strategic environmental assessment (SEA) and sustainability appraisal at the programme, plan and policy levels and provides a critical examination of their application in different contexts. It also examines 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 presents various case-studies and includes 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 Potts (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.

#### GY445

##### Urban Policy and Practice in the South

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr B Mbiba, SS07

**Availability:** MSc Environment and Development, MSc Local Economic Development, MSc Regional and Urban Planning Studies and MSc Urbanisation and Development.

**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, and seeks to develop key skills for policy practice.

**Content:** Urban policy and Development; Access to Land; Security of Tenure; Land Markets and Price Trends; Public Housing; Squatter Upgrading; Micro and Formal Housing Finance; New Policy Agenda; Local Economic Development strategies; Inclusive Cities; Governance and Participation, Public-private partnerships; livelihoods and vulnerability, Skills Training and critical assessment of LogFrames, Rapid Urban Appraisals, stakeholder exercises; Visiting Practitioner Speakers.

**Teaching:** 10 two-hour lectures and 10 two-hour seminars MT and LT.  
**Written work:** One essay of 1,500 words (formative) and one seminar presentation.

**Reading list:** A Azuela, E Duhau & 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 3,000 words (25%) and one three-hour unseen examination (75%).

#### GY450

##### Regional and Urban Planning Problems Seminar

**This information is for the 2005/06 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 2005/06 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 and MSc Regulation (Research). 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; J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Haughton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *Local Sustainability*, 1996; R Gilbert et al, *Making Cities Work*, 1996; 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, 2003; European Commission, *Third Cohesion Report*, 2004.

**Assessment:** A two-hour unseen examination paper taken in June.

#### GY454 Half Unit

##### Urban Policy and Planning

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr A Thornley, S420. Other teacher involved, Dr N Holman, A238

**Availability:** Course intended primarily for MSc Regional and Urban Planning Studies. Also available for MSc Human Geography (Research), MPA Public and Economic Policy and MSc Social Policy and Planning.

**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*; D Judd & S Fainstein, *The Tourist City*; J Mannigan, *Fantasy City*; T Hall & P Hubbard, *The Entrepreneurial City*.

**Assessment:** A two-hour unseen examination paper in June.

#### GY455 Half Unit

##### Economic Aspects of Project Appraisal

**This information is for the 2005/06 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 (Research), MSc Cities, Space and Society, MSc Urbanisation and Development, MSc City Design and Social Science, MPA Public and Economic Policy 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 2005/06 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, MSc Management and Regulation of Risk, MSc Biomedicine, Bioscience and Society and MPA Public and Economic Policy. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

**Core syllabus:** The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

**Content:** The application of theory and concepts in a variety of contexts in both the North and South. The selection of issues and contexts will depend on student interests. A representative list of topics would be: the North-South agenda; the role of science; social capital; environmental justice; dispute resolution.

**Teaching:** 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 2005/06 session.**

**Teacher responsible:** Dr C Hilber, S418a

**Availability:** This course is intended primarily for students on MSc Real Estate Economics and Finance, MSc Human Geography (Research), MSc Regional Science and MPA Public and Economic Policy. 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 2005/06 session.**

**Teacher responsible:** Professor P C Cheshire, S405

**Availability:** This course is intended primarily for students on MSc 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 2005/06 session.**

**Teacher responsible:** Dr S Gibbons, S511

**Availability:** Intended for students on the MSc 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%).

#### GY461 Half Unit

##### Globalisation and Social Change

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr D Perrons, B505 plus Dr S Chari, S418

**Availability:** MSc Cities, Space and Society; MSc Environment and Development; MSc Human Geography (Research); MSc Local Economic Development; MSc Global Media and Communications; MSc Gender, Development and Globalisation; MSc Urbanisation and Development; PhD Human Geography; PhD Planning Studies; MPhil/PhD Regional and Urban Planning. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

**Core syllabus:** This course adopts a global perspective towards and examines the social consequences of contemporary economic, social and spatial restructuring and examines how globalisation is associated with widening social and spatial inequalities. The conceptual focus of the course rests on political economy but also draws on theories of the new economy, risk society, and welfare regimes. Emphasis is placed on the socio-economic and spatial aspects of change, particularly changes in working patterns and living arrangements and empirical illustrations are provided through a series of case studies linking people in rich and poor countries.



**Content:** Globalisation, uneven development and inequality in the global economy. Experiencing the global division of labour and value chains, the feminisation of employment, gender identity and gender roles. The new economy and the digital divide. Flexible work and flexible citizens. Theorising development. The role of the state and social movements in shaping development. Case studies.

**Teaching:** 10 x two-hour lectures/seminars in MT.

**Reading list:** L. Benería, *Gender, Development and Globalization: Economics as if All people Mattered*, Routledge (2003); U Beck & E Beck-Gernsheim, *Individualization*, Sage (2002); M Castells, *The Internet Galaxy. Reflections on the Internet Business and Society*, Oxford University Press (2001); S Castles & M Millar, *The Age of Migration*, Guildford Press (2003); S Chari, *Fraternal Capitalism* (2004), B Cooke & U Khatai, *Participation: The New Tyranny?* Zed Books; P Dicken, *Global Shift Reshaping the Global Economy in the 21st Century*, Sage Publications (2003); D. Held and M. Koenig-Arcibugi (eds) *Taming Globalization Frontiers of Governance*, London: Polity (2003), Held, D. and McGrew, A. (eds) (2000) *The Global Transformations Reader*. Cambridge: Polity.; N Kaber, *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, Verso (2003); P Norris, *Digital Divide Civic Engagement, Information Poverty and the Internet Worldwide*, Cambridge University Press (2001); D Perrons, *Globalization and Social Change*, Routledge (2004); M Power, *Rethinking Development Geographies* (2003); N Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*, California (2003); A Sen, *Development as Freedom*, Anchor Books (2000); J. Scholte, Jan Aart *Globalization: a Critical Introduction*, London: Macmillan, (2000); H Wainwright, *Reclaim the State. Experiments in Popular Democracy*, London: Verso (2003); M Zook, *The Geography of the Internet Industry*, Blackwell (2004).

**Assessment:** One extended essay of 2,500 words (25%) and one two-hour unseen examination in ST (75%); two questions out of five.

#### GY495

##### Research Methods in Planning

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr I Kaplanis, S505

**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*, (6th edn) 2002; P Newbold, *Statistics for Business and Economics* (5th edn), 2003; 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 2005/06 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

##### Crisis Decision-Making in War and Peace, 1914-1991

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr R Boyce, E502 and Professor D Stevenson, E604.

**Availability:** Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations.

**Pre requisites:** The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century.

**Core syllabus:** The history of international relations from the First World War to the post-Cold War period. Particular stress is placed upon the key turning points and crisis decision-making from the First World War to the post-Cold War period.

**Content:** Topics examined in this course include German decision-making 1914; Peacemaking, 1919; the Ruhr crisis; The Manchurian and Abyssinian crises; the Munich conference; the Nazi-Soviet Pact; 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; the fall of détente; the end of the Cold War; the first Gulf War.

**Teaching:** The course will be taught in 21 weekly seminars of two-hours duration. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered. Students will write four essays. Three of the essays will be up to 3,000 words in length and draw upon primary sources. The fourth will be a shorter timed essay produced in class.

**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 MacDougall, *France's Rhineland Diplomacy, 1914-1924*; J Jacobson, *Locarno Diplomacy: Germany and the West, 1925-1929*; R Boyce and J Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; P M H Bell, *The World Since 1945: An International History*; T E Vadny, *The World Since 1945*; J L Gaddis, *Strategies of Containment*; 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.

#### HY408

##### Nationalism, Communism and Conflict in East Asia, 1931-1954

**This information is for the 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor M Knox, E410

**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 three 3,000-word essays, 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 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 detailed course outline and reading list 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 2005/06 session.**

**Teacher responsible:** Dr N P Ludlow, E508

**Availability:** For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Nationalism and Ethnicity, MSc European Politics and Governance 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

##### Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor P Preston, J314

**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 Not available in 2005/06

##### French External Relations in the Era of de Gaulle, 1940-1969

**This information is for the 2005/06 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

##### President, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-89

This information is for the 2005/06 session.

**Teacher responsible:** Dr S Casey, E601

**Availability:** Intended primarily for MA/MSc History of International History and MSc Theory and History of International Relations.

**Core 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 2005/06 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 and MSc Global History.

**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 2005/06 session.

**Teacher responsible:** Professor Janet Hartley E405

**Availability:** For MA/MSc 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. 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 Connolly, *Napoleon's Satellite Kingdoms*; P Geyl, *Napoleon, For and Against*.

**Assessment:** A three-hour written examination in the ST.

#### HY426

##### The European Enlightenment, c1680-1830

This information is for the 2005/06 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 2005/06 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

##### The Marshall Plan, the Cold War and the Making of Post-War Europe

This information is for the 2005/06 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 2005/06 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; MSc Russian and Post-Soviet Studies (Research). 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://cwiip.su.se>) 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, 1979-1997****This information is for the 2005/06 session.****Teacher responsible:** Dr K Spohr Readman, E507.**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations.**Core syllabus:** Western (European) diplomacy in the 1980s to the mid-1990s examining tensions, rivalries and linkages not merely between the western and communist blocs, but also within them, as well as studying the events reflecting the shift from the Cold War to the post-Cold War world.**Content:** The aim is to address from a historical perspective the diplomacy of the end of the East-West conflict, German reunification, the Yugoslavian wars, European intergration, and Nato enlargement. 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:** 20 two-hour weekly meetings arranged on a mixed lecture/seminar basis.**Written work:** Four essays will be required, one of which will be a 4,000 word essay in LT which will be formally assessed. There will be a one-hour timed essay.**Reading list:** A full bibliography will be provided at the first meeting of the class. Key books include: Margaret Thatcher, *The Downing Street Years*; Philip Zelikow & Gondoleeza Rice, *Germany Unified and Europe Transformed*; Julius W Friend, *The Long Presidency, France in the Mitterrand Years*; Martin McCauley, *Gorbachev*; Hannes Adomeit, *Imperial Overstretch*; George Bush & Brent Scowcroft, *A World Transformed*; Misha Glenny, *The Balkans 1804-1999*; Sean Kay, *NATO and the Future of European Security*; Kristina Spohr Readman, *Germany and the Baltic Problem: The Development of a New Ostpolitik, 1989-2000*.**Assessment:** One three-hour formal examination in the ST for 75% of the final mark, and one assessed essay (delivered in LT) for the remaining 25% of the mark.

## HY433

**Cultural Encounters from the Renaissance to the Modern World****This information is for the 2005/06 session.****Teacher responsible:** Dr Joya Chatterji, E602 and Dr J-P Rubies, E500**Availability:** For MA/MSc History of International Relations and MSc Theory and History of International Relations. Students taking other taught Master's programmes may take 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-Azme, *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 2005/06 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 Russian and Post-Soviet Studies and MSc Russian and Post-Soviet Studies (Research). 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 Kenz, *A History of the Soviet Union from the Beginning to the End*; C Read, *The Making and Breaking of the Soviet System*; V Mastry, *Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945*; F A Fejtó, *A History of the People's Democracies: Eastern Europe since Stalin*; A Heller & F Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*; G Stokes, *The Walls Came Tumbling Down*; 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 2005/06 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:** This course has six objectives:

- To examine the evolution of political Islam as a set of ideas.
- To compare and contrast different models of Islamic State.
- To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this.
- To explore the phenomena of transnational Islamism and international jihadism.
- To analyse and evaluate the relationship between Islam and the West.
- To familiarise the student with a some of the primary sources (in translation) and the historiographical controversies.

**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 Sanussiyya, 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 a weekly seminar of one and-a-half hours plus ten lectures.**Written work:** Each student is required to write four 3,000 word essays, two per term including a one-hour timed essay. These should be submitted to the Departmental Office no later than 4.00pm on the due date.**Reading list:** Knut Victor, *Sufi scholar on the desert edge: Muhammad b. Ali al-Sanusi and his brotherhood* (London: Hurst, 1995); Jay Spaulding & Lidwien Kapteijns, *An Islamic alliance: Ali Dinar and the Sanussiyya, 1906-1916* (Evanston Ill: Northwestern University Press, 1994); Nicola A Ziaadeh, *Sanusiyah: a study of a revivalist movement in Islam* (Leiden: Brill 1958); D C Cummings, *Handbook of Cyrenaica, Part 10, The Sanussiyya Order* (1947); Fazlur Rahman, *Revival and reform in Islam: a study of Islamic fundamentalism* (Oxford: Oneworld, 2000); Rainer Brunner & Werner Ende, *The Twelver Shia in modern times: religious culture & political history* (Leiden: Brill, 2001); Heinz Halm, *Shi'a Islam: from religion to revolution* (Princeton: Marcus Wiener, 1997); Lawrence Rosen, *The justice of Islam: comparative perspectives on Islamic Law and society* (New York: Oxford University Press, 1999).**Assessment:** Three-hour written examination in the ST.

## HY436

**Race, Violence and Colonial Rule in Africa****This information is for the 2005/06 session.****Teacher responsible:** Dr Joanna Lewis**Availability:** For MA/MSc History of International Relations and MSc Theory and History of 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.

## HY451

**Europe: A Persecuting Society?****This information is for the 2005/06 session.****Teacher responsible:** Professor M J Rodriguez-Salgado, E603**Availability:** For MSc Theory and History of International Relations and MA/MSc History of International Relations.**Core syllabus:** This course examines the mentality behind the savage persecutions of certain 'out-groups' in Europe from the Renaissance to the present day, and the mechanisms that were employed, in order to test, through historical data, the hypothesis that European society is fundamentally prone to persecution and has developed specific mechanisms and a distinctive ideology that facilitate this process.**Content:** The European witch-craze has been repeatedly used as a paradigm to explain processes of persecution both in and outside the continent. It is the most commonly used, influential and significant model for our notions of mass persecution, and has shaped the analysis and understanding of many instances of persecution and extermination.

Consequently, the first half of this course is devoted to an in-depth study of the ideological underpinning and practical processes that allowed the witch-craze to take place. Issues such as the psychology of mass fear, moral panics, political expediency and the control of the masses will be investigated, alongside notions of how gender, age and place of origin might make some groups vulnerable to persecution. Psychological explanations for violent and coercive interactions will be looked at, as well as the processes of persecution, including changes to legal practice.

Having acquired a thorough grounding of the witch-hunts and a functional, analytical model of the processes of identification, targeting and persecution of 'out-groups', the course uses these tools to analyse other persecutions and mass exterminations that occurred in Europe. It will trace continuities and identify differences in the study of the expulsion of Muslims and Jews; the Terror in the French Revolution; the Nazi policies of extermination; the Stalinist pogroms in Russia and Eastern Europe; the 'Red Scare'; ethnic cleansing in the Balkans; recent panics over child sexual abuse, and the current 'War on Terrorism'. Whether unitary models and the witch-hunting paradigm serve a useful function and help or hinder our understanding of such events is one of the many questions addressed. The course will make use of a diverse range of primary and secondary materials. Besides scholarly books and articles, it will make extensive use primary documents and visual material, newspaper reports, fiction (novels and plays), and film and documentary evidence. The course is ambitious and conceptually challenging, and requires that students both enter and yet distance themselves from other mentalities in order to understand persecution in Europe across the centuries.

**Teaching:** The course will be taught in two-hour seminars. Minimum contact hours: 44.**Written work:** Four formal pieces of work are required: two essays of up to 3,000 words; a substantive class presentation, and a mock exam (timed essay). Feedback will be given for all these. In addition, students are expected to do reading prior to each class and may be assigned specific tasks or asked for specific, brief contributions to the class.**Reading list:** A full bibliography will be provided at the start of the course, but students will find the following useful: N Cohn, *Europe's Inner Demons* [GR530 c67]; B P Levack, *The witch-hunt in early-modern Europe* (2nd edn), [cc BF1584.E9 S28]; J Oplinger, *The politics of demonology. The European witch-craze and the mass persecution of deviance* [ccHM 291 061]; H Kamen, *The Spanish Inquisition* (2nd edn) [BX1712 K11]; J Edwards, *The Jews in Christian Europe, 1400-1700* [DS135.E81 E21]; E Sagan, *Citizens and cannibals: the French Revolution, the struggle for modernity and the origins of ideological terror* [DC148.S12]; M Marrus, *The Holocaust in History* [cc D810 J4 M36]; R Gellately, *The Gestapo and German society. Enforcing racial policy*. [ccDS135 G3 G31]; A Fried, *A nightmare in Red: the McCarthy era in perspective* [ccE743 5 F89]; A Solshenitsyn, *The Gulag Archipelago* [HV8964 R9 S69]; J La Fontaine, *Speak of the Devil. Tales of satanic abuse in contemporary England*; J Waller, *Becoming evil: how ordinary people commit genocide and mass killing* [HV6322.7.W19]; *The policy of ethnic cleansing*. Final report of the United Nations Commission of Experts.

www.ess.uwe.ac.uk/comexpert/ANX/IV.htm

**Assessment:** Three-hour examination in the ST.



animal. The subjects chosen interact at all stages of history: slavery involved the enslavement of different races and the need to justify this by inventing theories of race; sexual fears often conditioned relations between races; while the sexual exploitation of slaves has been a constant throughout history. The advent of Christianity certainly altered attitudes and practices with regard to all three; but change came at different times and at different speeds in each distinct area of study. This course examines how and why.

**Content:** The course concentrates on the following themes: 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; multi-culturalism; race relations and immigration; sexual attitudes in the classical world; sex in the Christian era; sexual revolutions; the history of women; the history of gays.

**Teaching:** One two-hour lecture per week and one two-hour seminar per week for twenty weeks.

**Written work:** Four essays and some class papers during the academic year.

**Reading list:** A detailed reading list will be distributed at the start of term. Key books include: John Boswell, *Christianity, Social Tolerance and Homosexuality. Gay People in Western Europe from the beginning of the Christian Era to the Fourteenth Century*; Leonie Archer (Ed), *Slavery and other forms of Unfree Labour*; Robin Blackwell, *The Overthrow of Colonial Slavery, 1776-1848*; and Michael Burleigh & Wolfgang Wippermann, *The Racial State. Germany, 1939-1945*.

**Assessment:** A three-hour written exam in the ST, in which the candidates will have to answer three questions.

#### HY499

##### Dissertation

**This information is for the 2005/06 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 11 September 2006.

#### ID400

##### Employment Relations

**This information is for the 2005/06 session.**

**Teachers responsible:** Stephen Dunn, H711 and Iain Reid, H713

**Availability:** Compulsory for those on MSc Human Resource Management and MSc Industrial Relations (Research).

**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 collectives 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.

#### ID410 Half Unit

##### Management of Human Resources: Strategies and Policies

**This information is for the 2005/06 session.**

**Teacher responsible:** Sue Fernie, H804 and Professor David Marsden, H805

**Availability:** For MSc Industrial Relations (Research), MSc International Employment Relations and Human Resource Management, MSc Human Resource Management and MPA Public and Economic Policy.

**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 detailed reading list will be provided at the start of the course. Some useful texts include: 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; P Boxall & J Purcell, *Strategy and Human Resource Management*, Palgrave Macmillan, Basingstoke, 2003; E Appelbaum, T Bailey & P Berg, *Manufacturing Advantage: why high performance work systems pay off*, Cornell University Press, Ithaca NY, 2000; E Appelbaum, A Bernhardt & R Murmane (Eds), *Low wage America: how employers are reshaping opportunity in the workplace*, Russell Sage Foundation, NY, 2003.

**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 2005/06 session.**

**Teacher responsible:** Professor David Marsden, H805

**Availability:** Compulsory for those on MSc Human Resource Management. Optional for those taking the MSc International Employment Relations and Human Resource Management, MSc Industrial Relations (Research) and MPA Public and Economic Policy. It is recommended for those taking the ID410 **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:** Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course.

Some useful texts include: 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; K Koike, *Human resource development*; Japanese Economy & Labor Series, No 2, Japan Institute of Labor, Tokyo, 1997; A-W Harzing & J van Ruyseveldt (Eds), *International Human Resource Management*, 2004; D Rousseau & R Schalk (Eds), *Psychological Contracts in Employment: cross-national perspectives*, Sage, 2000; J Rubery & D Grimshaw, *The Organization of Employment: an international perspective*, Palgrave Macmillan, Basingstoke; Katherine Stone, *From Widgets to Digits: Employment Regulation for the Changing Workplace*, Cambridge University Press, 2004; *International Journal of Human Resource management*, 14: 8, Dec 2003, Special Issue: Developments in Comparative Human Resource Management.

**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 2005/06 session.**

**Teacher responsible:** Professor David Metcalf, H707

**Availability:** Optional for those taking MSc International Employment Relations and Human Resource Management, MSc Industrial Relations (Research), the LLM and MPA Public and Economic Policy.

**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 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.

**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.

**Assessment:** Formal two-hour examination. One compulsory section and one other question chosen from about three questions.

#### ID413 Half Unit

##### Labour Market Analysis: Pay

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor David Metcalf, H707

**Availability:** Optional for those taking MSc International Employment Relations and Human Resource Management, MSc Industrial Relations (Research), the LLM and MPA Public and Economic Policy.

**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 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.

**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.

**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 2005/06 session.**

**Teacher responsible:** Dr Hyun-Jung Lee, H710

**Availability:** Optional for MPA Public and Economic Policy.

**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. One-hour revision lecture, ST.

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 E Spector, *Industrial and Organizational Psychology*, Wiley; 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 six (70%).

2. A written assignment of not more than 2,000 words (30%).

#### ID416 Half Unit Not available in 2005/06

##### Advanced Comparative Employment Relations

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Sarah Ashwin, H709

**Availability:** Optional for those taking the MSc International Employment Relations and Human Resource Management.

**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.

#### ID418

##### Comparative Employment Relations and Human Resource Management

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr Carola Frege, H808 and Dr Sarah Ashwin, H709

**Availability:** This course is the core course on the MSc International Employment Relations and Human Resource Management. It may be taken as an option by other MSc students where regulations allow. Not to be taken in conjunction with ID400.



**Core syllabus:** The course aims to provide an introduction to the comparative analysis of employment relations and human resource management at national, firm and workplace level throughout the world.

**Content:** The course will introduce the employment relationship, the key concepts surrounding it, and the theories required to understand it. The strategies and policies of the main actors will be explored in analyses of cross-national management styles in human resource management, union behaviour and government labour policies. The course will also introduce the main 'models' of employment relations and varieties of capitalism: the Anglo-Saxon, Japanese and European Social Models, as well as models of employment relations in the developing world. Finally, the course examines wider issues of globalization, international labour standards and multi-national companies.

The aim of the classes will be 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 international comparative human resource management, and cross-cultural management.

**Teaching:** Teaching consists of 15 one-hour lectures, and 15 seminars of 90 minutes, five specialist seminars of two hours, and three revision seminars of 60 minutes.

**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, 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 write one practice essay during the year, and have to write two assessed essays (of 2,000 words each, accounting to 50% of the marks in total).

**Assessment:** One three-hour written exam (50%) and two 2,000 word extended essays (25% each).

#### ID419 Half Unit

##### Cross Cultural Management

This information is for the 2005/06 session.

**Teacher responsible:** Dr Hyun-Jung Lee, H710

**Availability:** MSc International Employment Relations and Human Resource Management, MSc Industrial Relations (Research), MPA Public and Economic Policy and MSc Voluntary Sector Organisation.

**Pre requisites:** Some background in psychology and organizational behaviour is useful.

**Core syllabus:** The ability to communicate cross culturally and understand diverse perspectives is a necessity in order to achieve a competitive advantage in our global economy. This course involves the study of international management practices and managing diversity in the context of understanding multicultural and international affairs. The aims of the course are to understand the impact of culture on international management; to identify the areas in which cultural differences present a challenge in communication with persons of different cultures; to explore our cultural backgrounds and distinctive management assumptions and practices; and finally to become more self aware of our cultural conditioning, individual biases and assumptions and to understand the management implications it has on our interactions with people who are different from us.

**Content:** Analytical Frameworks of Cross Cultural Comparisons. Impact of Culture on Motivation. Culture and Negotiations. Culture and Communication. Culture and Leadership. Culture and Strategy. Culture and Organizational Structure.

**Teaching:** Lectures: ten x one and-a-half hours LT and one x one and-a-half hours ST.  
Classes (ID419.A): ten x one and-a-half hours LT and three one and-a-half hours ST.

**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. N Adler, *International Dimensions of Organizational Behavior*, South-Western; D J Hickson (Ed), *Exploring Management Across the World: Selected Readings*, Penguin Business; R Mead, *International Management*, Blackwell.

**Assessment:** A formal two-hour examination in the ST. Students should answer two questions out of a choice of six (100%).

#### ID420 Half Unit

##### Leadership in Organisations: Theory and Practice

This information is for the 2005/06 session.

**Teacher responsible:** Dr Ginka Toegel, H801

**Availability:** MSc Industrial Relations (Research), MSc Human Resource Management, MSc International Employment Relations and Human Resource Management, MSc Accounting and Finance, MPA Public and

Economic Policy, MSc Decision Sciences, MSc Operational Research and MSc Voluntary Sector Organisation.

**Core syllabus:** This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores the different facets of leadership and leadership development. The emphasis will be on application of theory, comparing and contrasting ideas, and self-reflection.

**Content:** Leadership and Management. Trait, behavioural and contingency theories of leadership. Individual and gender differences in leadership. The dynamic between leaders and their followers. Team leadership. Leadership career and leadership development.

**Teaching:** There will be ten one-hour lectures and ten one-and-a-half hour seminars starting in week two of LT. There will be a three-hour workshop in LT for all students and two one-hour revision classes in the ST.

**Written work:** A personal leadership style profile paper, in which students analyze their results from the different self assessment tools applied throughout the course (1,800 words). The assignment will emphasize the appropriate use of concepts, and the integration of information from across theories. The paper will be due at the end of the term. The objectives and specifics of this assignment will be discussed in class.

**Reading list:** A full reading list will be provided at the beginning of the year. Key texts are:

B M Bass, *Stogdill's Handbook of Leadership. Theory, Research and Managerial Applications* (3rd edn) New York: Macmillan 1990; K E Clark & M B Clark, *Measures of Leadership*. Greensboro, NC: Center for Creative Leadership (1990); R Daft, *The Leadership Experience* (3rd edn) Thomson/South-Western; G A Yukl, *Leadership in Organizations*. Englewood Cliffs, NJ, Prentice Hall (1989).

**Assessment:** Unseen two-hour examination in the ST (100%).

#### ID430 Half Unit

##### Organizational Behaviour

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jackie Coyle-Shapiro, H708

**Availability:** Compulsory for MSc Human Resource Management. Optional for MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy, MSc Development Management and MSc Industrial Relations (Research).

**Pre requisites:** A background in the social sciences is desirable.

**Core syllabus:** This course seeks to understand individual attitudes and behaviour in an organisational context. It does this by reviewing the theories of individual and group behaviour and critically evaluating their empirical evidence. The course begins by examining alternative theories at the individual prior to examining group organizational level phenomenon.

**Content:** Psychological contracts, organizational justice, organizational citizenship behaviour, retaliation in organizations, employee burnout, groups and group processes, design of work, organizational culture, organizational structure.

**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. The course is taught in the MT.

**Written work:** Students are required to write one piece of work.

**Reading list:** The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers & L Porter, *Motivation and Work Behaviour*, McGraw-Hill; B M Staw, *Psychological Dimensions of Organizational Behaviour*, Prentice-Hall; D A Kolb, J S Osland & I M Rubin, *The Organizational Behaviour Reader*, Prentice-Hall.

**Assessment:** There will be a two-hour formal examination in the ST. Candidates must tackle two questions from a choice of seven.

#### ID431 Half Unit

##### Organizational Change

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jackie Coyle-Shapiro, H708

**Availability:** Compulsory for MSc Human Resource Management. Optional for MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy, MSc Development Management, MSc Industrial Relations (Research) and MSc Voluntary Sector Organisation.

**Pre requisites:** A background in the social sciences is desirable.

**Core syllabus:** This course adopts different theoretical lenses to explore the content, process and outcomes of organizational change. The aim of

the course is to provide students with different analytical frameworks to understand the process and consequences of organizational change such as covers: type of organizational change, strategies for change, resistance to change and evaluation of organizational change.

**Content:** 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. The course is taught in the LT.

**Written work:** Students are required to write two pieces of 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*, *Psychological Bulletin*, *Organizational Behavior and Human Decision Processes*).

**Assessment:** There will be a two-hour formal examination in the ST. Candidates must tackle two questions from a choice of seven.

#### ID480

##### Collective Labour Law and Human Rights

This information is for the 2005/06 session.

**Teachers responsible:** Mr R C Simpson, A157 and Professor P L Davies, A457

**Availability:** For MSc International Employment Relations and Human Resource Management, MSc Regulation and MSc Regulation (Research) students. The course is taught jointly with LL463 **Collective Labour Law and Human Rights** for LL.M students.

**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.

**Written work:** There will be one written assignment in each of the first two terms.

**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, plus fifteen minutes reading time.

#### ID493

##### Human Resource Policy and Practice

This information is for the 2005/06 session.

**Teachers responsible:** Iain Reid and Linda Walker, H717

**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, accountancy, 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 and two Thursday afternoon sessions, one at the beginning of LT and one at the end. These sessions will be concerned with preparation for the Links programme, and reporting back on progress on the programme;  
c. Four lectures from ID420 and workshop.

**Reading:** M Marchington & A Wilkinson *People Management and Development*, CIPD, (2005); Armstrong M *Handbook of Human Resource Management Practice* latest edition, Kogan Page; Bee R *Managing*

*Information and Statistics* CIPD 1999; Davies D *Managing Financial Information* CIPD 1999.

**Assessment:** If you wish to qualify for Graduate Membership of the Chartered Institute of Personnel Development, then it is essential that you successfully complete and pass the assessment for ID493, as described below.

Students must attend the workshops and complete a company report on their 'Link' and keep a record of their Professional Development. In addition, there is a group project, which is assessed by a group presentation on the last session of MT. Leadership skills will be assessed by a 1,500 word profile paper.

#### ID499

##### Dissertation

This information is for the 2005/06 session.

**Teachers responsible:** Dr Hyun-Jung Lee, H710.

**Availability:** For MSc 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 2006. 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.

#### IR405

##### Sovereignty Rights and Justice

This information is for the 2005/06 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 Global Politics and other interested students by permission.

**Core syllabus:** Bringing together insights and concepts from political theory and international relations theory, and drawing on a number of dilemmas posed by post-Cold War international politics, this course focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice, and the impact of these debates on the shape and future development of contemporary international relations theory.

**Content:** The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); the International Criminal Court, justice in classical international thought; global social justice. Further details will be provided at the start of the session.

**Teaching:** The course will be taught by weekly seminars of one-and-a-half to two hours, from week three of the MT until week three of ST. It is highly recommended that students without a background in the area attend the lectures for IR306, which commence in week one of MT and run until the end of LT.



**Written work:** Students will be expected to produce three essays of 2,000 words during the year, and to introduce seminar discussions.

**Reading list:** No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a detailed list of references will be provided at the beginning of the course. The following works will be widely used: C R Beitz, *Political Theory and International Relations*, 2nd edn (Princeton University Press, 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 University Press, 1996); S Krasner, *Sovereignty: Organised Hypocrisy* (Princeton University Press, 1999); J Rawls, *The Law of Peoples* (Harvard University Press, 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 Not available in 2005/06

##### Gender, Justice and War

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr K Hutchings, D409

**Availability:** MSc International Relations, MSc International Relations (Research), MSc Gender, MSc Development and Globalisation, MSc Global Politics and to students on other degree programmes by permission of the Teacher responsible.

**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 2005/06 session.**

**Teacher responsible:** Dr R Falkner, D615

**Availability:** Course intended primarily for MSc Politics of the World Economy, MSc International Relations and MSc International Relations (Research) students. MSc Global Politics, MSc Regulation and other graduates with permission.

**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, plus 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 three 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 Not available in 2005/06

##### Systemic Change: The Origins and Nature of Cold War System and its End

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr J Kent, D407

**Availability:** For MSc International Relations and MSc International Relations (Research) students.

**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 2005/06 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).

**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 international relations; the history of inter-state practices; states, nations, social forces and structures in international relations; the role of ideas and values; war, cooperation, peace, philosophical issues in IR; the disciplinary history of IR; comparative methodology.

**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 2005/06 session.**

**Teacher responsible:** Dr J Haacke, D709

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc The Practice of International Affairs and MSc Theory and History of International Relations students. Optional course on MSc Comparative Politics (Empire). Other students may take this course by permission, and as permitted by the regulations for their degrees.

**Pre requisites:** Students need not have studied Foreign Policy Analysis before, but some familiarity with theories of international relations and modern international history will be an advantage.

**Core syllabus:** The ways in which international actors formulate decisions and strategies for dealing with other members of the international community. Critical examination of theoretical perspectives on foreign policy, involving as case studies in the first instance the analysis of the foreign policy behaviour of a broad range of states.

**Content:** Development of the sub-discipline of Foreign Policy Analysis; 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 including the foreign policies of the major middle powers and small/weak states; conventional and critical IR theories as applied to FPA; theories on motivation; ethical foreign policy. Seminars discuss and expand on these topics, covering also questions of choice, rationality and identity and the significance of culture in foreign policy, as well as methodological issues, as appropriate. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a solid knowledge of the main foreign policy issues and events of the contemporary era and the twentieth and twenty-first centuries. 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: Christopher Hill, *The Changing Politics of Foreign Policy*, Palgrave, 2003; Graham Allison, *Essence of Decision*, Little Brown, 1971; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; 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; P T Hart, E K Stern & B Sundelius, *Beyond Groupthink*, University of Michigan Press, 1997; Volker Rittberger (Ed), *German Foreign Policy Since Unification*, Manchester University Press, 2001; Steven Hook (Ed), *Comparative Foreign Policy Adaption Strategies of the Great and Emerging Powers*, Prentice Hall, 2002; David A Welch, *Justice and the Genesis of War*, Cambridge University Press, 2003; David Campbell, *Writing Security*, University of Minnesota Press, 1992; Karen E Smith & Margot Light (Eds), *Ethics and Foreign Policy*, Cambridge University Press, 2001. 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

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr N A Sims, D609

**Availability:** MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations and MPA Public and Economic Policy. It will be an advantage to have studied international organisation within the context of a first degree in International Relations, but this is not formally required.

**Core syllabus:** Theories regarding the nature and purposes of international institutions. Institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of revolutionary change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors. The 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 specific to MSc students taking this option consists of a weekly seminar (IR412) from week three of MT until the end of week five of ST. Lectures followed by discussion predominate in the MT, while in the LT and ST students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 2,000 (max) word essays will be set and marked by the seminar teacher, who will also assess student presentations.

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 Organisation in World Politics*, (3rd edn), 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; Richard M Price & Mark W Zacher (Eds), *The United Nations and Global Security*, Palgrave, 2004; Thomas G Weiss, David P Forsyth & Roger A Coate (Eds), *The United Nations and Changing World Politics* (4th edn), Westview Press, 2004. 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

**This information is for the 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr K E Smith, D415

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations, MSc European Politics and Governance, MPA Public and Economic Policy, MSc Nationalism and Ethnicity and MSc The Practice of International Affairs.

**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:** 17 weekly lectures commencing in week two of MT and 1

revision lecture in week 1 of ST; 17 weekly seminars commencing in week four 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 Sjurson (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 if 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 2005/06 session.**

**Teachers responsible:** Dr C Hughes, D509 and Dr J Haacke, D709

**Availability:** Optional course for the MSc International Relations, MSc International Relations (Research), MSc Comparative Politics (Empire), MSc Development Studies, MSc Theory and History of International Relations and MSc The Practice of International Affairs; available to other interested students where regulations permit.

**Pre requisites:** A first degree in politics and/or history is desirable but special interest in the region is of prime importance.

**Core syllabus:** The international political experience of major powers and 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 inter-linkages between the global, regional and local, the interests and role of the US; foreign and security policies of the major regional powers in relation to East Asia-Pacific; the impact of the legacy of colonialism and external intervention; the sources of bilateral and intra-regional conflict; the problem of regional order with reference to East and South-East Asia; the emergence and development of regional institutions; traditional and non-traditional security challenges after the end of the Cold War and 9/11.

**Teaching:** A series of ten lectures is offered in MT. **International Politics of Asia and the Pacific** (IR418.1). Six weekly two-hour student-led seminars (IR418.2) will also be held in MT (weeks 3-8), with a further weekly one-and-a-half hour seminar (also IR418.2) with guest speakers organised throughout the LT. There is also a two-hour revision seminar in week one of the ST.

**Written work:** Students will be expected to write three 2,000-word essays by dates stipulated by the teachers responsible.

**Basic Reading list:** (A full reading guide will be made available to interested students.)

Michael Yahuda, *The International Politics of the Asia-Pacific*, 1945-1995 (Routledge Curzon, 2nd edn, 2004); William T Tow, *Asia-Pacific Strategic Relations* (CUP, 2001); Muthiah Alagappa (Ed), *Asian Security Practice* (Stanford University Press, 1998); Alagappa (Ed), *Asian Security Order* (Stanford University Press 2003); G John Ikenberry & Michael Mastanduno (Eds), *International Relations Theory and the Asia-Pacific* (Columbia University Press, 2003); Thomas W Robinson & David Shambaugh (Eds), *Chinese Foreign Policy* (Clarendon Press, 1994); Alastair Iain Johnston & Robert Ross (Eds), *Engaging China* (Routledge, 1999); Glen Hook *et al*, *Japan's International Relation* (Routledge, 2000); Christopher Hughes, *Taiwan and Chinese Nationalism* (London, Routledge, 1997); Amitav Acharya, *Constructing a Regional Security Community in Southeast Asia* (Routledge 1998); Jürgen Haacke, *ASEAN's Diplomatic and Security Culture* (Routledge Curzon, 2003).

**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 2005/06 session.**

**Teachers responsible:** Professor F Halliday, D510

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations and MSc The Practice of International Affairs. Students on MSc Development Studies, MSc Comparative Politics (Empire) and MSc Global Politics may take the course subject to availability.

**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 2005/06

##### Concepts & Methods of International Relations

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr M Hoffman, D512

**Availability:** Course intended primarily for MSc International Relations and MSc International Relations (Research), 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. **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 Zalewski (Eds), *International Theory: Positivism and Beyond* (1996); C Sylvester, *Feminist Theory and International Relations in a Postmodern Era* (1994).

**Assessment:** The MSc examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of 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 2005/06 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 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).

**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; 20 one-and-a-half hour seminars (IR422.1) beginning in week three of MT, plus two revision seminars in ST. Lectures covering case studies will also be given during LT; further details to be announced.

**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 2005/06 session.**

**Teacher responsible:** Professor M Light, D512

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations, MSc Russian and Post-Soviet Studies, MSc Russian and Post-Soviet Studies (Research), MSc Comparative Politics (Empire) and MSc The Practice of International Affairs. Other students may take this course as permitted by the regulations for their degrees.

**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 2005 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'. International relations of the post-Soviet states.

**Teaching:** Lectures (IR425.1) 16 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 Noguee & Robert H Donaldson, *Soviet Foreign*



*Policy since World War II* (3rd edn), Pergamon Press, 1988; Mark Webber, *The International Politics of Russia and the Successor States*, Manchester University Press, 1996; N Malcolm, A Pravda, R Allison & M Light, *Internal Factors in Russian Foreign Policy*, CUP, 1996.

**Assessment:** A formal three-hour examination. Students must answer three out of 12 questions.

#### IR427 Not available in 2005/06

##### International Politics of Africa

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr D Jacquin-Berdal, D413

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc Development Studies and MSc Theory and History of International Relations. MSc Comparative Politics (Empire), MSc Global Politics, MSc The Practice of International Affairs and other students may take this course as permitted by the regulations for their degrees.

**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.

**Teaching:** 15 weekly lectures commencing in week one of MT, and 15 one-and-a-half hour seminars commencing in week six of MT. 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 Laidi, *The Superpowers and Africa* (1990); P Schraeder, *African Politics and Society* (2000); R Joseph (Ed), *State Conflict and Democracy in Africa* (1999); Stephen Wright (Ed), *African Foreign Policies* (1998).

**Assessment:** One three-hour written examination in the ST, requiring three questions out of 12 to be answered.

#### IR429

##### Economic Diplomacy

**This information is for the 2005/06 session.**

**Teachers responsible:** Mr Stephen Woolcock, D613 and Dr Mathias Koenig-Archibugi, K202

**Availability:** Course is intended for graduate students studying MSc The Practice of International Affairs, MSc International Relations, MSc International Relations (Research), MSc Theory and History of International Relations, MSc Politics of the World Economy, MPA Public and Economic Policy, MSc Global Politics and other graduates at the discretion of those running the course.

**Core syllabus:** This course will study the changing nature of economic diplomacy. 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. Students will also have the opportunity of participating in a simulated negotiation.

**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 Odell, *Negotiation the World Economy*, 2001; 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.

#### IR431 Half Unit Not available in 2005/06

##### European Union Policy-making in a Global Context

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced

**Availability:** Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc European Politics and Governance, MSc Theory and History of International Relations, and MSc European Social 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

##### The International Politics of EU Enlargement

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr K E Smith, D415

**Availability:** MSc European Politics and Governance, MSc International Relations and MSc International Relations (Research).

**Core syllabus:** This course examines EU enlargement from the point of view of International Relations. 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, including: 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); 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 & Fraser Cameron, *The Enlargement of the European Union*; Christopher Hill & Karen E Smith (Eds), *European Foreign Policy: Key Documents*; Heather Grabbe & 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

##### European Defence and Security

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr S Economides, J202

**Availability:** MSc European Politics and Governance, MSc International Relations and MSc International Relations (Research).

**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.

#### IR435

##### International Security (Advanced)

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor B Buzan, D611

**Availability:** Primarily intended for MSc International Relations, MSc International Relations (Research), MSc Politics of the World Economy, MSc Theory and History of International Relations.

**Pre requisites:** Background in International Relations is a pre requisite.

**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.

**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 University Press, 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].

**Teaching:** There will be 20 lectures during MT and LT (IR309) and 20 seminars starting in week three of MT.

**Written work:** Students must write three essays of 2,000 words length and make seminar presentations.

**Assessment:** Unseen three-hour, three question examination in the ST = 100%

#### IR441 Not available in 2005/06

##### International Society and World Society: English School Theory

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor B Buzan, D611

**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.

**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/](http://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 University Press (2004); Kai Alderson & 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 & Adam Watson (Eds), *The Expansion of International Society*, Oxford University Press (1984).

**Assessment:** Formal, unseen three-hour, three-question exam in the ST (100%).

#### IR450

##### International Political Economy

This information is for the 2005/06 session.

**Teacher responsible:** Dr A. Walter, D507

**Availability:** Course intended only for MSc Politics of the World Economy and MSc Politics of the World Economy (Research). This means that students from other departments may not take this course as an outside option.

**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:** This course is the core course for MSc Politics of the World Economy. It aims to introduce students to various approaches to the study of international political economy (IPE), and to address important historical and contemporary empirical issues. The first part of the course introduces students to the main theoretical concepts in and methodological approaches to political economy, emphasising the overlap between international and comparative approaches. After surveying the main schools of thought in the subject, it examines more recent theoretical developments, including the comparative and domestic approaches that have become increasingly prominent in the literature. The second and third parts of the course address the political and economic history of the international political economy since the Industrial Revolution. The issues covered in this part include particular events such as the 1930s economic depression, the question of economic development, the construction and evolution of international economic regimes and institutions, and issues related to 'globalisation'. Previous background in international relations, international economics, comparative politics and history is helpful but are not a requirement. Students with no previous background in the subject should read Frieden and Lake, *International Political Economy* (2000) and Gilpin, *Global Political Economy* (2001) by the middle of the MT.

**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 begin reading before the lectures start, and the following general texts are recommended. A more complete source-list is provided in the course outline. J. Frieden & D. Lake (eds), *International Political Economy*; Eli F. Heckscher, *Mercantilism*; J. Baechler, *The Origins of Capitalism*; F. Braudel, *After Thoughts on Material Civilization and Capitalism*; Robert Gilpin, *The Political Economy of International Relations*; Susan Strange, *States and Markets*; Angus Maddison, *Phases of Capitalist Development*; Phyllis Deane, *The State and the Economic System*; Robert L. Heilbroner, *The Worldly Philosophers*,

1955 edn.

**Assessment:** Students will be required to sit a three-hour examination on the full syllabus of the 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 2005/06 session.

**Teachers responsible:** Dr D. Josselin, D515 and Dr A. Walter, D507

**Availability:** Course intended primarily for MSc Politics of World Economy and other graduates by permission. It is an optional course for MSc The Practice of International Affairs and MPA Public and Economic 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 2005/06 session.

**Teacher responsible:** Dr R. Sally, D416 (LT, ST) and Mr S. B. Woolcock, D613 (MT)

**Availability:** Course intended primarily for MSc Politics of the World Economy though other interested MSc students may apply as permitted by the regulations for their degrees. Optional course for MSc Comparative Politics (Empire), MSc The Practice of International Affairs and MPA Public and Economic 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 20 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. Ten

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. Kosteci, *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 2005/06 session.

**Teachers responsible:** Dr R. Sally, D416 and Dr A. Walter, D507

**Availability:** Non-examinable lecture series intended primarily for MSc 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:** Ten weekly lectures beginning in week one of the LT. 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*; Razeeq 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 2005/06 session.

**Teacher responsible:** Dr M. Duckenfield, D707

**Availability:** Course intended primarily for MSc Politics of the World Economy and MSc Politics of the World Economy (Research). It is an option on MPA Public and Economic Policy. MSc Global Politics and other interested MSc students may also apply.

**Core syllabus:** The comparative study of democratic institutions and economic policy choice.

**Content:** This course will investigate how theories emphasising distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding of 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 MI451 and MI452.

**Teaching and written work:** 17 two-and-a-half hour sessions, including one revision session, which combine lectures and seminars. Students will be required to submit three 2,000-word essays over the course of MT and LT.

**Reading list:** The bulk of this course will be taught using journal articles.

In addition, students will find it useful to consult several overview texts in political economy. James Morrow, *Game Theory for Political Scientists*; Allan Drazen, *Political Economy in Macroeconomics*; 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.

#### IR461

##### Islam in International Relations

This information is for the 2005/06 session.

**Teacher responsible:** Professor John Sidel, Q202

**Availability:** MSc International Relations and MSc International Relations (Research).

**Core syllabus:** The course covers key questions, arguments, and debates concerning the role of Islam as a rubric for identity and mobilisation in international relations. Overall, the course is intended to contextualise and enrich the study of Islam in International Relations against the backdrop of different literatures drawn from International Relations and other disciplines. The goals of the course are twofold: to transcend the reification and essentialisation of Islam by revealing the historical, institutional, and social constructedness of 'Islam' in the international political realm, and to re-evaluate the diverse and changing roles of Islam as a discursive and mobilisational force in international relations today.

**Content:** The course begins by addressing the theoretical literature and contemporary debate on the distinctiveness of Islam as a world religion in the public sphere and the political realm, and by situating various efforts to articulate transnational Islamic identity, association, and action against the backdrop of international relations. Lectures and seminar discussions consider different explanations for the trajectory of Islam as a basis for political mobilisation and counter-mobilisation in international relations over the past few decades. A set of case studies permits students to investigate the variegated roles of Islam in the politics of diverse societies found in different locations in the world economic system and the global system of nation-states. These case studies examine the role of Islamic identities, idioms, and organisations in processes of globalisation, civic activism, democratisation, state social control, separatist/nationalist mobilisation, state collapse, and international terrorism.

**Teaching:** Twenty one-hour weekly lectures commencing in week one of MT, accompanied by eighteen one and-half-hour weekly seminar discussions, commencing in week three of MT, plus two revision sessions in the ST prior to the examinations. The teaching will be divided between Professor John Sidel and Professor Fred Halliday. Students will be divided into seminar discussion groups at the beginning of the course.

**Written work:** Students are expected to submit three 2,000-3,000-word essays over the course of the year for evaluation and comment by the instructors. Whilst these essays will not be included in the formal assessment, they will help students to focus their energies on specific topics of particular interest to them and to receive feedback and guidance from the course instructors.

**Reading list:** Dale Eickelman and James Piscatori, *Muslim Politics* (Princeton: Princeton University Press, 1996); Dale Eickelman and Jon Anderson (eds.), *New Media in the Muslim World: The Emerging Public Sphere* (Bloomington: Indiana University Press, 2003); Fawaz A. Gerges, *America and Political Islam: Clash of Cultures or Clash of Interests?* (Cambridge: Cambridge University Press, 1999); Mohammed M. Hafez, *Why Muslims Rebel: Repression and Resistance in the Islamic World* (Boulder: Lynne Rienner, 2003); Gilles Kepel, *Allah in the West: Islamic Movements in America and Europe* (Cambridge: Polity Press, 1997); Gilles Kepel, *Jihad: The Trail of Political Islam* (London: I.B. Tauris, 2002); Robert Malley, *The Call From Algeria: Third Worldism, Revolution, and the Turn to Islam* (Berkeley: University of California Press, 1996); Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror* (New York: Pantheon, 2004); Emran Qureshi and Michael A. Sells (eds.), *The New Crusades: Constructing the Muslim Enemy* (New York: Columbia University Press, 2003); Olivier Roy, *The Failure of Political Islam* (Cambridge: Harvard University Press, 1995); Olivier Roy, *Globalised Islam: The Search for a New Ummah* (London: Hurst, 2004); Reinhard Schulze, *A Modern History of the Islamic World* (London: I.B. Tauris, 1998).

**Assessment:** One three-hour examination (100%).

#### IR499

##### Dissertation

This information is for the 2005/06 session.

**Teacher responsible:** Dr P. Wilson, D516 (MSc IR), Mr S. Woolcock, D613 (MSc PWE) and Dr D. Josselin, D515 (MSc PIA) 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.

### IR903

#### Disarmament and Arms Limitation

This information is for the 2005/06 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 Ratray (Eds), *Arms Control toward the 21st Century*; S de Madariaga, *Disarmament*; A Myrdal, *The Game of Disarmament*; P J Noel-Baker, *The Arms Race*; N A Sims, *The 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 D610.

### IR904

#### International Verification

This information is for the 2005/06 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:** Bellamy & C D Blacker (Eds), *The Verification of Arms Control Agreements*; British Medical Association, *Biotechnology, Weapons and Humanity*; G Duffy, *Compliance and the Future of Arms Control*; A S Krass, *Verification: How Much Is Enough?*; M Krepon & M Umberger (Eds), *Verification and Compliance*; N A Sims, *International Organization for Chemical Disarmament*; VERTIC, *Verification Yearbooks*; O R Young, *Compliance and Public Authority*. **Office Hour:** See under IR903.

### IS453

#### Systems Design in Context

This information is for the 2005/06 session.

**Teacher responsible:** Dr C Sørensen, U508 and Dr Ela Klecun, U404

**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.
- Critical evaluation of design.

**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:** K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; B Brown, N Green, & R Harper (Eds), *Wireless World*, Springer-Verlag, 2001; J S Brown & P Brown, *The social life of information*, Harvard Business School Press, 2000; M Castells, *The Internet Galaxy: reflections on the Internet, Business, and Society*, Oxford University Press, 2001; C Ciborra, *The Labyrinths of Information: Challenging the Wisdom of Systems*, Oxford University Press, 2002; C Heath & P Luff, *Technology in Action*, Cambridge University Press, 2000; M Lindgren, J Jedbratt & E Svensson, *Beyond Mobile: People, Communications and Marketing in a Mobilized World*, Palgrave Macmillan, 2002; R C Ling, *The Mobile Connection: The Cell Phone's Impact on Society*, Morgan Kaufmann, 2004; T W Malone, *The Future of Work: How the New Order of Business Will Shape Your Organization, Your Management Style, and Your Life*, Harvard Business School Press, 2004; D A Norman, *Design: why we love (or hate) everyday things*, Basic Books, 2004; J Preece, Y Rogers & H Sharp, *Interaction Design: Beyond Human-Computer Interaction*, John Wiley and Sons, 2002; H Rheingold, *Smart Mobs*, Perseus Books, 2002; T Standage, *The Victorian Internet*, Weidenfeld & Nicolson General, 1998; J Yates, *Control through Communication: The Rise of System in American Management*, The 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

#### Aspects of Systems Design in Context

This information is for the 2005/06 session.

**Teacher responsible:** Dr C Sørensen, U508 and 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 ICT 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, coordination 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.
- Critical evaluation of design.

**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:** K Braa, C Sørensen & B Dahlbom (Eds), *Planet Internet*, Studentlitteratur, 2000; B Brown, N Green, & R Harper (Eds), *Wireless World*, Springer-Verlag, 2001; J S Brown & P Brown, *The social life of information*, Harvard Business School Press, 2000; M Castells, *The Internet Galaxy: reflections on the Internet, Business, and Society*, Oxford University Press, 2001; C Ciborra, *The Labyrinths of Information:*

*Challenging the Wisdom of Systems*, Oxford University Press, 2002; C Heath & P Luff, *Technology in Action*, Cambridge University Press, 2000; M Lindgren, J Jedbratt & E Svensson, *Beyond Mobile: People, Communications and Marketing in a Mobilized World*, Palgrave Macmillan, 2002; R C Ling, *The Mobile Connection: The Cell Phone's Impact on Society*, Morgan Kaufmann, 2004; T W Malone, *The Future of Work: How the New Order of Business Will Shape Your Organization, Your Management Style, and Your Life*, Harvard Business School Press, 2004; D A Norman, *Design: why we love (or hate) everyday things*, Basic Books, 2004; J Preece, Y Rogers & H Sharp, *Interaction Design: Beyond Human-Computer Interaction*, John Wiley and Sons, 2002; H Rheingold, *Smart Mobs*, Perseus Books, 2002; T Standage, *The Victorian Internet*, Weidenfeld & Nicolson General, 1998; J Yates, *Control through Communication: The Rise of System in American Management*, The 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 2005/06 session.

**Teachers responsible:** Dr Tony Cornford, U510 and Dr Ela Klecun, U404

**Availability:** This course is compulsory for MSc Analysis, Design and Management of Information Systems, MSc New Media, Information and Society and MSc New Media, Information and Society (Research). It is available as an outside option to other MSc students.

**Pre requisites:** None, but a basic understanding of information systems within organizational contexts is useful.

**Core syllabus:** This course addresses theoretical and conceptual foundations for the study of information systems within organizational settings.

**Content:** The course provides an introduction to the study of information systems considering major themes addressed and theoretical perspectives used. The course introduces selected contemporary approaches to the study of information systems that underpin both practice and research, including organizational information processing, transaction cost economics, institutionalist theory and sociology of technology.

**Teaching:** 10 two-hour lectures, and 9 one-hour classes in the MT.

**Reading list:** 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 2005/06 session.

**Teachers responsible:** Dr C Sørensen, U508 and Dr Will Venters

**Availability:** This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is optional for MSc Operational Research and 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 as are issues related to mobile ICT, information filtering, infrastructure constraints, management of knowledge, and groupware applications. 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 both within a life cycle model, as well as contrasting contemporary approaches such as Rapid Application Development.

**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; C Ciborra (Ed), *Groupware and Teamwork*, John Wiley & Sons, (1996); Fowler & Scott, *UML Distilled: A Brief Guide to the Standard Object Modelling Language*, Fowler & Scott, 1999. 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 2005/06 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 MSc Decision Sciences and 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 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 2005/06 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 and MSc Culture and Society. 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 2005/06 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:** J Howell, *The Management of Innovation and Technology*, Sage, 2005; 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 material in LT, and a three-hour examination in the ST (50%).

#### IS475

##### IT and Development

**This information is for the 2005/06 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, MSc Development Studies and MSc Development Management. 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 comprise of a mix of lectures and student-led discussions and 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.

The Digital Divide

**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 2005/06 session.**

**Teacher responsible:** Dr James Backhouse, U409

**Availability:** This course 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; 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 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 an individual 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 2005/06 session.**

**Teacher responsible:** Dr Steve Smithson, U310. Other teacher involved Dr 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 Whinston, *Frontiers of Electronic Commerce*, Addison-Wesley, 1996; plus various journal articles.

**Assessment:** A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

#### IS481 Half Unit

##### Aspects of Information

**This information is for the 2004/05 session.**

**Teachers responsible:** Dr Edgar Whitely, 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 and MSc New Media, Information and Society (Research). 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 2005/06 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:** Ten two-hour lectures, five two-hour seminars in LT.

**Reading list:** J Howells, *The Management of Innovation and Technology*, Sage 2005; 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) based on material in LT.

#### IS483 Half Unit

##### Aspects of IT and Development

**This information is for the 2005/06 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 comprise of a mix of lectures and student-led discussions and 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.

The Digital Divide

**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 2005/06 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, 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 Pfleeger, *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:** There is a three-hour formal examination in the ST.

#### IS485 Half Unit

##### Aspects of Interorganizational Information Systems

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Steve Smithson, U310. Other teacher involved Dr 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 Whinston, *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 2005/06 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 five parts; students take ONE only

A. Global consequences of information technology

B. Knowledge, organisations and technologies

C. E-Government

D. Information and Communication Technology Policy: Theory and Practice

E. Techno-Legal Aspects of Information Systems: Policy, Regulation and Business Perspectives

**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*, Kogan Page; J Kerry, *The New War*, Simon & Schuster; A Rand, *Atlas Shrugged*, Signet; N Nicholson, *Managing the Human Animal*, Texere; Frederic Nietzsche, *Beyond Good and Evil*,



Penguin, M Castells, *The Rise of the Network Society*, Blackwell.

**B. Knowledge, Organisations and Technologies: Teachers responsible**

Mr M Cushman, U403 and Dr W Venters

**Content (B):** This course explores how organizations, in their various forms, use knowledge and knowledge-technologies to manage in a fast changing organisational environment. The course focuses on how the concept of knowledge can be used practically to shape management activities and how ICTs can be used to promote knowledgeable action and learning. The course will critically assess whether investment in knowledge management systems can confer strategic advantage. Through this analysis the course will consider broader debates within IS, from systems development to supporting management decision making.

**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; Garud, R & A Kumaraswamy 'Vicious and Virtuous Circles in the Management of Knowledge: The Case of Infosys Technologies' *MIS Quarterly* 29 (1), 2005; 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; 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 Vladimirou, '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: Teacher responsible**

Dr A Cordella, U508

**Content (C):** The course explores the causes, consequences and challenges of government's adoption and implementation of initiatives based on the use of contemporary information and communication technologies. This is approached in terms of motivations, effects on the organization of public administration and socio-political impacts. Core questions addressed include: what distinguishes government as a site for technology based innovation; how government functions and practices are potentially changed by e-government initiatives; how public administrators respond; and the consequences for relationships between government, citizens and the private sector.

**Reading list (C):** J Fountain, *Building the Virtual State: Information Technology and Institutional Change*, Washington, DC: Brookings Institution Press, 2001; 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; A Leigh & Robert D Atkinson, 'Breaking Down Bureaucratic Barriers: The Next Phase of Digital Government', *PPI Policy Report*, November 27, 2001; 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; Office of the e-Envoy Modernising Government White Paper, 2000 ([www.e-envoy.gov.uk](http://www.e-envoy.gov.uk)); Dufner et al, 'Can Private Sector Strategic Information Systems Planning Techniques Work for the Public Sector', *Communications of the Association for Information Systems*, 8: 413-431 (2002); Bryson & Roering, 'Strategic Planning Options for the Public Sector' in James Perry (Ed), *Handbook of Public Administration*, San Francisco: Jossey-Bass Publishers; Thomas B Riley, E-government vs e-governance, available:

[www.rileys.com/publications/research\\_papers/tracking03/IntTrackRptMay03no4.pdf](http://www.rileys.com/publications/research_papers/tracking03/IntTrackRptMay03no4.pdf) (2003); D F Norris, 'Building the virtual state ... or not? A critical appraisal', *SSCR* 21 (4): 417-424, (2003).

**Teaching arrangements (C):** 10 two-hour lectures and 9 one-hour seminars in the LT.

**Assessment (C):** Assessment is by individual coursework. Guidelines on the assessment format will be made available.

**D. Information and Communication Technology Policy: Theory and Practice:**

**Teacher responsible:** Professor C Avgerou, U506

**Content (D):** This course studies the efforts national and international institutions make to facilitate the exploitation of ICTs for economic growth and social improvements and to address potentially undesirable consequences. First, the course examines the current understanding of the role of ICT in economic and social change, drawing from economic theories on technology and economic growth and conceptions of the Information Society and globalisation. Subsequently, it focuses on specific areas of ICT policy, including IT industries; telecommunications liberalisation and regulation; IT in Government; social policy to respond to structural changes associated with the diffusion of IT; legislation for data protection, intellectual property rights.

**Reading list (D):** Detailed reading lists will be provided on a weekly basis. General reading include: G S Kirkman, P K Cornelius, J D Sachs & K Schwab, *The Global Information Technology Report: Readiness for the networked world*. [www.cid.harvard.edu/cr/pdf/gitr2002\\_ch11.pdf](http://www.cid.harvard.edu/cr/pdf/gitr2002_ch11.pdf) (2002); B Kahin & E Wilson (Eds), *National Information Infrastructure Initiatives: Vision and Policy Design*, Cambridge, Massachusetts, MIT Press (1997); D Archibugi, J. Howells & J Michie, *Innovation Policy in a Global Economy*, Cambridge University Press: 19-34 (1999); R Mansell & U Wehn (Eds), *Knowledge Societies: Information Technology for Sustainable Development*, [www.sussex.ac.uk/spru/ink/knowledge.html](http://www.sussex.ac.uk/spru/ink/knowledge.html) (1998); United Nations Development Programme, *Making new technologies work for human development*, New York, UNDP. <http://hdr.undp.org/reports/global/2001/en/> (2001); F Webster, *Theories of the Information Society*, London, Routledge (1995).

**Teaching arrangements (D):** 10 two-hour seminars in the LT.

**Assessment (D):** This course will be examined by an individual 5,000-word essay.

**E. Techno-Legal Aspects of Information Systems: Policy, Regulation and Business Perspectives:**

**Teacher responsible:** Professor Ian Angell

**Content (E):** This course studies the legal and technological aspects of a variety of information systems facilitating business transactions within certain regulatory environments. It focuses in particular on the design of the appropriate policy, regulation and business models that have the capacity of fostering technological and entrepreneurial innovation at the micro, meso and macro levels.

First, the course visits contemporary notions of the regulatory phenomenon as the synthesis of law, markets, social norms and technology drawing among others from theories of transaction cost economics, meaning, power and Actor Network Theory. Second, it follows closely the development and evolution of regulatory ecologies with strong technological and business elements through the presentation and analysis of a series of case studies covering a wide range of phenomena: information production and dissemination, co-ordination and collaboration in physically dispersed working environments, hybrid market-hierarchy models for the organization of work, trading of Intellectual Property Rights (IPR), information intermediaries in IPR markets, Free/Open Source and open content licences, indirect wealth creation in the value chain etc.

The course provides an insight into the business and legal aspects of Intellectual Property Rights, mainly copyright, database right, patents, trademarks and design rights. It also provides a set of fundamental skills in digital networks, Internet protocols and systems design.

The course highlights the implications of the emergence of Intellectual Property against the static perception of Property in an increasingly connected world and emerging regulatory environments, for innovative and entrepreneurial thinking.

The course will be accompanied by a series of workshops, 'techno-legal reverse engineering labs', where students will have the opportunity to analyze the technical, legal, business and social aspects of successful real-world models.

**Reading list (E):** Mark Lemley, 'The Law and Economics of Internet Norms', *Chicago-Kent Law Review* 73: 1257-1272 (1998); Robert C. Ellickson, *Order without Law: How Neighbors Settle Disputes*, Harvard University Press (1991); Joel Reidenberg, 'Lex Informatica: The Formulation of Information Policy Rules Through Technology', *Texas Law Review* 76: 553 (1998); Lawrence Lessig, *Code and Other Laws of Cyberspace*, Basic Books (1999); Yochai Benkler, 'Coase's Penguin, or Linux and the Nature of the Firm', *112 Yale Law Journal* 369 (2002); Tsiavos 'Deconstructing Larry: From Modalities to Ecologies of Regulation', *Forthcoming Journal of Information Technology and Law* (2005); Bo Dahlbom, 'The New Informatics', *Scandinavian Journal of Information Systems*, Vol 8, No 2, 1997; Chris Reed & John Angel, *Computer Law*, Oxford University Press (2003); Robert Baldwin & Martin Cave, *Understanding Regulation*, Oxford University Press, NYU (1999); Ciborra, *From Control to Drift*, Oxford University Press (1999); Feller & Fitzgerald, *Understanding Open Source Software Development*, Addison Wesley (1999); Bruno Latour, *Pandora's hope: essays on the reality of science studies*, Harvard University Press (1999); Raymond, *The Cathedral and the Bazaar* (2001); O' Reilly, [Peltzman] *Regulation and the Natural Progress of Opulence*, Faulhaber & Farber (2002); Spectrum Management: *Property Rights, Markets and The Commons*, Coglianeses; Zeckhauser & Parson, *Seeking Truth For Power:*

*Informational Strategy and Regulatory Policy Making* (2004); Wolfers & Zitzewitz, *Prediction Markets* (2004); Hahn & Tetlock, *Big Ideas: The Market's Last Frontier* (2005) digital copies available at [www.aei-brookings.org/](http://www.aei-brookings.org/); Prahalad & Ramaswamy, *The Future of Competition: Co-creating Unique Value with Customers*, Harvard Business School Press, (2004); Prahalad, *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*, Financial Times Prentice Hall (2004).

**Teaching arrangements (E):** Ten lectures and nine classes (workshops) in the LT.

**Assessment (E):** At the end of the course students in groups are expected to deliver a project with real world application demonstrating a sound understanding of its legal, technical, business and social implications and exhibiting a degree of originality and innovation. The students will also have to deliver an individual essay on a related topic and make a presentation by the end of the term. The group project will cover 40% and the personal essay 60% of each student's overall grade.

**IS489 Half Unit**

**Principles of Privacy and Data Protection**

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr S Davies, U305 and Dr G Hosein, U304

**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 Legal Definitions of Privacy; Data Protection in the UK; Biometrics, Visual Surveillance and Identity Cards; Open Access and Freedom of Information; Communications Surveillance; International Co-operation in Policy-Making and Policy Laundering; Genetic and Health Privacy; Responses to Terrorism; Politics of Privacy and Data Protection.

**Content:** The course provides a detailed overview of the key elements of privacy and its relationship with other human rights. Its content is international in nature, and discusses technological, social, legal and political dimensions of key contemporary policy issues including data-mining, national security and combating terrorism, internet policy and free expression, and the protection of sensitive personal data; as well as some insight into international regulatory regimes and existing and potential conflicts.

**Teaching:** There are 10 two-hour and six one-hour seminars in the LT.

**Reading list:** The course covers a wide spectrum of aspects of privacy, human rights, and data protection, and will make use of components from the following texts: Privacy International: *Privacy & Human Rights 2004* at [www.privacyinternational.org](http://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 and a number of journal articles and some court decisions from the US Supreme Court and the European Court of Human Rights

**Assessment:** The course is assessed by a 5,000 word research essay.

**IS490**

**Information Technology: Issues and Skills**

**This information is for the 2005/06 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 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 and environment of information technology. Research skills, teamworking and other practical skills. Seminars 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 LT, 10 one-hour lectures (MT) and seven one-hour classes (LT).

**Reading list:** T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 2nd edn, 2005; 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Mr R Nobles

**Availability:** For LLM students, MSc Regulation, MSc Regulation (Research), 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.

**Assessment:** This subject is examined by one three-hour paper.

**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).

**LL402**

**Alternative Dispute Resolution**

**This information is for the 2005/06 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 4,000 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 2005/06 session.**

**Teacher responsible:** Dr Elizabeth Townsend Gard, 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 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 as an instrument of 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; the major rules and doctrines of copyright law; case studies of particular areas of contemporary interest. The starting point for the analysis throughout will be UK copyright law, but the course will involve a substantial comparative element, with US law serving as the main basis of comparison.

**Teaching:** There will be one two-hour seminar weekly.

**Reading list:** Students will receive a detailed reading list for each topic.

**Assessment:** One three-hour written paper.

#### LL404 Not available in 2005/06

##### Criminal Procedure and Evidence

**This information is for the 2005/06 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 & Redmayne, *The Criminal Process*; Dennis, *The Law of Evidence*.

**Assessment:** Three-hour examination.

#### LL406 Half Unit

##### Introduction to Regulation

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor R Baldwin, A455 and Mr L Stirton

**Availability:** This is an optional paper for LSE LLM students, MPA Public and Economic Policy, MSc Law and Accounting, MSc Public Policy and Administration and MSc Public Policy and Administration (Research). It is a compulsory paper for MSc Media and Communications Regulation and Policy and MSc Media and Communications Regulation and Policy (Research). 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 2005/06 session.**

**Teachers responsible:** Mr C Scott A340, Dr G Gow (Media and Communications) and Ms A Barron, A155

**Availability:** This is an optional paper for the MSc Regulation, MSc Regulation (Research), LLM students, MSc Law and Accounting, MPA Public and Economic Policy, MSc Public Policy and Administration and MSc Public Policy and Administration (Research). It is a compulsory paper for MSc Media and Communications Regulation and Policy and MSc Media and Communications Regulation and Policy (Research). 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 2005/06 session.**

**Teacher responsible:** Mr Michael Anderson

**Availability:** For LLM and MSc Human Rights students.

**Core syllabus:** The course examines the application of global human rights standards through the national legal systems of post-colonial states with an emphasis upon the judicial application of constitutional bills of rights.

**Content:**

1. The problem of universal norms and diverse societies.
2. International human rights law in national courts.
3. Drafting and Content of bills of human rights.
4. Problems of judicial application: interpretation, derogation, limitations, horizontal effect, remedies.
5. Civil and political rights, including: life, torture, death penalty, preventive detention, expression, religion, and association.
6. Economic, social and cultural rights, including: food, health, education, housing, environment.
7. Rights in circumstances of economic deprivation, abolition of forced labour, trade union rights and economic growth, rights and resource constraints.
8. Methods of implementation: public interest litigation, 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*; Jayavickrama, *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 2005/06

##### The Law and Policy of International Courts and Tribunals

**This information is for the 2005/06 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 Merrials, *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 2005/06

##### Comparative Family Law

**This information is for the 2005/06 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 Not available in 2005/06

##### European Community Tax Law

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr I Roxan, A460, Dr A Mumford, A370 and Professor M Gammie

**Availability:** For the LLM degree and MSc Law and Accounting.

**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 Not available in 2005/06

##### Interests in Securities

**This information is for the 2005/06 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

##### Compensation and the Law

**This information is for the 2005/06 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.
2. **A. Negligence Liability**
3. 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 2005/06 Regulating New Medical Technologies

**This information is for the 2005/06 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 24 August.

#### LL418

##### EU Law and Governance

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor Carol Harlow (LSE) and Professor Richard Rawlings (LSE)

**Availability:** For the LLM. 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 investigatory technique: the European Ombudsman.
- Financial accountability and the audit culture. The European Court of Auditors.

**Teaching:** There will be 22 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 Dehousse, *The European Court of Justice* (Macmillan, 1998); J Hayward & E Page, *Governing the New Europe* (Polity); G Majone, *Regulating Europe* (1996); P Craig & G de Burca, *The Evolution of European Law* (Oxford, 1998); C Harlow, *Accountability in the European Union* (Oxford University Press, 2003); P Craig & R Rawlings, *Law and Administration in Europe* (Oxford 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 2005/06 session.**

**Teacher responsible:** Mr A Murray, A473

**Availability:** For LLM and MSc Regulation.

**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:**

1. An Introduction to Electronic Media and the History of Computers and Cyberspace.
2. An introduction to Computers, Cyberspace and Internet Technology: How they developed and what role they play in modern society.
3. Information Technology and the Legal Profession: Use of technology in the profession.
4. Supply Contracts for IT Hardware and Software: Shrink-wrap and Click-wrap agreements and their legal effectiveness.
5. Liability for Defective Software: What happens when software goes wrong? Who is liable?
6. E-commerce 1: Electronic Contracting E-mail and 'web-click' contracts.

7. E-commerce 2: Contract Formalities Encryption, Electronic Signatures and Digital Payments.
8. E-commerce 3: Digital Payment Mechanisms and Escrow Digital cash and escrow systems.
9. Cyberharms 1: Viruses, Denial of Service Attacks and Hacking, The legal regulation of harmful digital materials and cyberattacks.
10. Cyberharms 2: Damaging Content, Libellous materials and Spam.
11. Intellectual Property Rights 1: Copyright in Computer Software.
12. Intellectual Property Rights 2: Free and Open-source Software.
13. Intellectual Property Rights 3: Copyright in Computer Software, The software industry and protectionism.
14. Intellectual Property Rights 4: Patents, Patenting software applications and business methods patents.
15. Intellectual Property Rights 5: The Software Patent Directive, An examination of the EU Software Patents Directive.
16. Data Protection and Privacy 1: Supervising Data Controllers. The Data Protection Act 1998 and rules for the management of data.
17. Data Protection and Privacy 2: Individual Rights & Data Flows Access rights and the exporting of data.
18. Data Protection and Privacy 3: Databases and Database content Control of databases. The Database Directive
19. Data Protection and Privacy 4. Offline Privacy, Technologies to track and trace individuals.
20. Conclusions: Future developments.

**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.

**Course website:** This course is web supported. The Course website may be accessed at: [www.itlawweb.co.uk](http://www.itlawweb.co.uk)

**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* (4th edn, Butterworths, 2004); 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* (5th edn, Longman, 2004); *Blackstones Statutes on IT and E-commerce* (2nd edn, OUP, 2004).

**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 24 August.

#### LL421 Half Unit

##### New Media Regulation

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr A Murray, A473

**Availability:** Intended as an optional paper for MSc Regulation, MSc Regulation (Research), 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
2. Space and Cyberspace
3. A Brief History of the Internet and Cyber-regulatory Theory
4. Societies, Cultures and Cybersociety
5. Regulating Societies: Controlling Individuals
6. A review of Lawrence Lessig's 'modalities of regulation' model of Cyber regulation
7. Architecture - Internet Structure and Regulatory Bodies
8. Market Controls - Allocating bandwidth in 3G telecommunications
9. Social and Cultural Controls - Community Based Regulation
10. Law as Command - Hierarchical Controls

**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/vdpost/borders.html](http://www.temple.edu/lawschool/vdpost/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:** A Murray, *Regulating the Digital Environment* (Cavendish, 2005 forthcoming); 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).

**Course website:** This course is web supported. The Course website may be accessed at: [www.itlawweb.co.uk](http://www.itlawweb.co.uk)

**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 2005/06 session.**

**Teacher responsible:** Professor F G Snyder and Dr D Cass, A355

**Availability:** For LLM and MSc Regulation 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:** Two-hour written examination.

#### LL423

##### International Law: Theory and Practice

**This information is for the 2005/06 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:** 10 two-hour seminars MT and 10 two-hour seminars LT. Five one-hour classes MT and five one-hour classes LT.

**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 2005/06

##### European Monetary and Financial Services Law

This information is for the 2005/06 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.

#### LL427

##### Environmental Protection in the European Union : Law and Policy Developments

This information is for the 2005/06 session.

**Teacher responsible:** Veerle Heyvaert, A328

**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:** 22 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 three-hour paper.

#### LL430

##### European Union Competition Law

This information is for the 2005/06 session.

**Teachers responsible:** Giorgio Monti, A362 and Imelda Maher, A472

**Availability:** For LLM, MSc Regulation, MSc Regulation (Research), MSc European Political Economy: Integration and MSc European Politics and Governance.

**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 2005/06

##### Commercial Equity

This information is for the 2005/06 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 2005/06 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 2005/06 session.

**Teacher responsible:** Professor H Collins, A342

**Availability:** LLM and MSc Law and Accounting 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 2005/06 session.

**Teachers responsible:** Professor P L Davies and Dr E Micheler, A356

**Availability:** For LLM, MSc Law and Accounting (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 III, 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 Not available in 2005/06

##### Law of Corporate Finance

This information is for the 2005/06 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 2005/06 session.

**Teacher responsible:** Professor Roger McCormick, c/o Ms Lucy Wright, A370

**Availability:** LLM and MSc Law and Accounting.

**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; legal risk;
  - **Markets** regulatory objectives and techniques; 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 2005/06 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 2005/06 session.

**Teachers responsible:** V Finch, A540, R Macve, E306, A Mumford, A370, M Power, H606, P L Davies, A467, C Noke, A311 and others**Availability:** This is the core compulsory course for students taking the MSc in Law and Accounting and is not available to others.

**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 lectures/structured seminars of two hours each plus three meetings with each 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* (1997); 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 end July (40%) and one formal two-hour examination in May/June (60%). Students will be required to answer three questions.

## LL441 Not available in 2005/06

**Comparative Law: Theory and Practice**

This information is for the 2005/06 session.

**Teacher responsible:** Dr Igor Stramignoni (LSE), is the Convenor of this course. The course is taught by Dr Stramignoni plus invited guests. Invited guests for the academic year 2004-05 were: Professor P Legrand (Paris I La Sorbonne); Professor W Menski (SOAS); Professor S Roberts (LSE); and Professor G Teubner (Frankfurt).

**Availability:** For LLM and MSc Law, Anthropology and Society 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 new stream of seminars each lecturer will provide a specific list of readings designed to support his or her teaching.

**Assessment:** This course will be assessed through a written dissertation of 15,000 words, on an topic to be approved by the Convenor of the course no later than the beginning of the LT. The dissertation is due 24 August.

## LL442

**International Business Transactions I: Litigation**

This information is for the 2005/06 session.

**Teacher responsible:** Professor T C Hartley

**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 2005/06 session.

**Teacher responsible:** Professor T C Hartley

**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.
13. Proof and application of foreign 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 2005/06 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 of constitutions and the nature of constitutional discourse. The inquiry proceeds by examining the ways in which 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 topics: 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 (covering the first half of the course only) 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 8,000 words (due 24 August) will contribute 50% of the marks for the course.

## LL445

**International Criminal Law**

This information is for the 2005/06 session.

**Teachers responsible:** Dr G J Simpson A471, Dr C Beyani, A456 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; Piracy and Slavery, Nuremberg and Tokyo; Municipal Trials (eg *Finta, Barbie*); Jurisdiction (eg *Eichmann*); The ICTY (Yugoslavia); Internal and International Wars (*Tadic*); ICTR (Rwanda); The International Criminal Court.

**Lent Term. Part Two, Substantive Law:** General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity, Genocide (*Milosevic*); Crimes Against Peace and Aggression; Gender-Based Crimes; Crimes as Torts (*Karadzic*); The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes; Superior Orders (*Calley*); Command Responsibilities; Sovereign Immunity and International Crimes (*Pinochet*); Outlaw States; State Criminal Responsibility and the ILC.

**Teaching:** Seminars (LL445). Ten MT, Ten LT.

Tutorials Three MT, Five LT

**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 Osiel, *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).

**Assessment:** Three-hour written examination.

## LL446 Not available in 2005/06

**Regulation: Legal and Political Aspects**

This information is for the 2005/06 session.

**Teacher responsible:** Professor Robert Baldwin, A455**Availability:** LLM students and other MSc students when places available (MPA Public and Economic Policy).

**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 Ogun, *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 2005/06 session.

**Teacher responsible:** Dr D Cass, A355

**Availability:** For LLM students and MSc Development Studies.

**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: M Matsushita, T Schoenbaum & P Mavroidis, *The World Trade Organization: Law, Policy and Practice*, Oxford, 2003.

**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 Not available in 2005/06

##### International Environmental Law

This information is for the 2005/06 session.

**Teachers responsible:** Dr L D M Nelson, Dr Elias (KCL) and Dr M Fitzmaurice (QMW)

**Availability:** For LLM students. Optional course for MSc Development Studies, MSc Regulation and MSc Regulation (Research). 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 Not available in 2005/06

##### International Law of the Sea

This information is for the 2005/06 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 2005/06 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: Dinstein, *The Conduct of Hostilities under the Law of Armed Conflict*; 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, 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 2005/06 session.

**Teacher responsible:** Dr C Beyani, A467

**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 the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; the role of non-discrimination; individual and group rights; economic, social and cultural rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are fair trial; property; freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees. The

third part is concerned with the system of international protection of human rights. There is the *UN System* in respect of which a detailed examination of the various UN institutions and techniques for the protection of human rights is covered; the *Inter-American System and the OAU System* with regard to the standards, the institutions of the Commission and the Court, and procedural requirements for lodging complaints; and the *European System*, with emphasis on the Court, the procedural requirements for lodging complaints, and the incorporation of the *European Convention* in the United Kingdom by means of the *Human Rights Act 1998*. Also various non-institutional methods of promoting human rights, including the role of Non-Governmental Organisations, are studied.

**Teaching:** This course (LL453) is taught by one-and-a-half hour weekly seminars (10 in MT, 10 in LT, three in ST).

**Reading list:** A comprehensive reading list will be provided.

**Assessment:** There is a three-hour formal examination in the June following the end of the course. There are usually 10 questions, of which four are to be answered.

#### LL454 Not available in 2005/06

##### Human Rights of Women

This information is for the 2005/06 session.

**Teachers responsible:** Professor C Chinkin (LSE) and Dr F Banda (SOAS)

**Availability:** For LLM 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 2005/06 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 interationally. 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.

**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.

**Recommended preliminary reading:** Williams, *Trends in International Taxation* (IBFD); Arnold & McIntyre, *International Tax Primer* (Kluwer).

**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 2005/06 session.**

**Teacher responsible:** Professor Jill Peay (LSE, A462). This course will be taught jointly with staff from 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 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. Since the course is taught jointly to lawyers and clinicians it assumes no prior knowledge of either discipline, and is designated to facilitate inter-disciplinary understanding.

**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 J Peay, *Decisions and Dilemmas: Working with Mental Health Law*, Hart Publishing (2003) and 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 and cases 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 2005/06 session.**

**Teacher responsible:** Professor T C Hartley

**Availability:** For LLM students. No previous knowledge of European Community law is expected, but good general legal skills are required. Students on MSc European Politics and Governance who wish to take this course must seek approval from the course convenor. 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 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 2005/06 session.**

**Teacher responsible:** Dr C Beyani, A467

**Availability:** For LLM students.

**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.

#### LL461

##### United Nations Law

**This information is for the 2005/06 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*; Klabbers, *The Law of International Institutions*; 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 2005/06 session.**

**Teachers responsible:** Professor N Lacey and Professor R Reiner

**Availability:** For LLM students and for MSc Criminal Justice Policy, 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 2005/06 session.**

**Teacher responsible:** Mr R C Simpson

**Availability:** For LLM and MSc Industrial Relations (Research) students.

**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 2005/06 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, 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 but comprehensive coursepacks will be provided for both Michaelmas and Lent terms. A full reading list and materials will be distributed during the course. Some illustrative references to texts are: A Adams, *The split capital investment trust crisis* (2004); K F Sin, *The Legal Nature of the Unit Trust* (1997); 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 2005/06 session.**

**Teacher responsible:** Dr T Flessas, A459

**Availability:** For LLM and MSc Law, Anthropology and Society students and other students with some interest in legal, social or political theory. Optional course for MSc Biomedicine, Bioscience and Society, MSc Criminal Justice Policy, MSc Regulation and MSc Regulation (Research) students.

**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.

**Teaching:** 23 two-hour seminars (LL465).

The seminars will be conducted by Professor Collins, Professor Lacey, Professor Murphy and Mr Pottage.

**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*.

**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 24 August.

#### LL466

##### Media Law

**This information is for the 2005/06 session.**

**Teacher responsible:** Mr C Scott

**Availability:** For LLM students and other Masters level students.

**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:** 20 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 2005/06 session.

**Teacher responsible:** Visiting Professor 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 credit protection
3. Conflict of laws, sovereign immunity and legal opinions
4. Bilateral loans and foreign currency lending
5. Syndicated loans
6. International bonds
7. Derivatives and swaps
8. Loan transfers and securitisation

**Teaching:** There is a weekly two-hour seminar.

**Preliminary reference list:** 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.

#### LL468 Half Unit

##### Law of Human Rights in the United Kingdom

This information is for the 2005/06 session.

**Teachers responsible:** Professor C A Gearty, Z127 and Professor H Collins, A342

**Availability:** For LLM and MSc Human Rights students and other Master's level students with permission. It is not possible to take this course along with LL486.

**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 2005/06 session.

**Teacher responsible:** Professor C A Gearty, Z127

**Availability:** For LLM students and MSc Human Rights; other Master's level students with permission. It is not possible to take this course along with LL486.

**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. This course is served by Web CT.

**Assessment:** This subject is examined by one two-hour paper.

#### LL470

##### Banking Law

This information is for the 2005/06 session.

**Co-ordinating teacher:** Visiting Professor 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. The regulation of transactions and consumer protection
5. Financing transactions
6. Insolvency and credit protection
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 Not available in 2005/06

##### Modern Legal History

This information is for the 2005/06 session.

**Teacher responsible:** Professor W T Murphy, A372

**Availability:** For LLM students, MSc Law, Anthropology and Society, MSc Regulation and MSc Regulation (Research). 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.

**Written work:** No formal written work is prescribed but students will be expected to make presentations to the seminar.

**Reading list:** A detailed reading list is available at the beginning of the course from either of the teachers responsible.

**Assessment:** By means of 15,000 word long essay due by 24 August.

#### LL475 Half Unit

##### Terrorism and the Rule of Law

This information is for the 2005/06 session.

**Teacher responsible:** Professor Gearty, Z127

**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. The course is served by Web CT.

**Assessment:** This subject is examined by one two-hour paper.

#### LL478

##### Policing and Police Powers

This information is for the 2005/06 session.

**Teachers responsible:** Professor T Newburn, A280 and Professor R Reiner, A207

**Availability:** For LLM, MSc Criminal Justice Policy, MSc Criminology, MSc Regulation and MSc Regulation (Research).

**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.

**Assessment:** One three-hour examination, counting for 100% of the marks.

**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: T Newburn (Ed), *Policing: Key Readings* Willan 2004; 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.

#### LL479

##### Issues in Taxation - Dissertation

This information is for the 2005/06 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).

**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 24 August. 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.

**Recommended preliminary reading:** James & Nobes, *Economics of Taxation*, or another introductory tax policy book.

#### LL480

##### The Principles of Civil Litigation

This information is for the 2005/06 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 2005/06 session.

**Teacher responsible:** Dr J Black, A461



**Availability:** For LLM, MSc Regulation, MSc Regulation (Research), 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 complimentary 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 2005/06 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.

**Teaching:** Two-hour seminars (LL491). Sessional (weekly).

**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.

**Recommended preliminary reading:** Hugh Ault *et al*, *Comparative Income Taxation: A Structural Analysis* (Kluwer, 1997).

**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 2005/06 session.

**Teachers responsible:** Dr A Mumford, A456, 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 Not available in 2005/06

##### Tax and the Family

This information is for the 2005/06 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 Not available in 2005/06

##### Value Added Tax

This information is for the 2005/06 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:** Ogley, *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.

#### LL4A1

##### LLM Subject Area Specialist Research Seminars

This information is for the 2005/06 session.

**Teachers responsible:** Professor Nicola Lacey, A463 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 2005/06 session.

**Teacher responsible:** Professor Nicola Lacey, A463

**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.

#### LL4B1 Half Unit Not available in 2005/06

##### International Economic Law

This information is for the 2005/06 session.

**Teacher responsible:** Ms Imelda Maher

**Availability:** For LLM Students, MSc Development Studies, MSc Global Market Economics, MSc Public Financial Policy,

**Core syllabus:**

- 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.

**Content:** 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.

**Teaching:** There is a seminar (LL4B1) of one and a half hours duration each week. Seminar Sessional.

**Reading list:** Recommended: J H Jackson & W J Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (4th edn, 2002); Trebilock & Howse, *The Regulations of International Trade* (2nd edn, 1999); J Jackson, *The World Trading System* (1989).

**Assessment:** There is a two-hour formal examination in May or June, based on the full syllabus. The paper counts for 100% of the assessment of the course.

#### LL4B2

##### European Union Public and Human Rights Law

This information is for the 2005/06 session.

**Teacher responsible:** Damian Chalmers, J106

**Availability:** For LLM students.

**Core syllabus:** The course aims to study the central themes and challenges posed by the development of European Union citizenship, governance and constitutionalism.

##### Content:

- 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 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 Union Legal Theory - EU law and State law; EU law and 'Cosmopolitan Law', EU Law and Legal pluralism; EU legal networks and 'Europeanisation'.

**Teaching:** Two-hour seminars weekly.

**Recommended reading:** Weiler & Wind (Ed), *European Constitutionalism Beyond the State* (2003); Walker (Ed), *Sovereignty in Transition?* (Hart, 2003); Groenendijk et al (Eds), *In Search of Europe's Borders* (2002); Kostakopoulou, *Citizenship, identity and immigration in the European Union* (2001); Balibar, *We, the Peoples of Europe?* (2004).

**Assessment:** Three-hour unseen examination.

#### LL4B3 Half Unit

##### EU Regulation of State Commercial Activities

This information is for the 2005/06 session.

**Teachers responsible:** Giorgio Monti, A362 and Colin Scott, A340

**Availability:** For LLM, MSc Regulation and MSc Regulation (Research) 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; Services of general interest and the Constitutional Treaty; (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:** 10 two-hour seminars MT and two revision seminars ST.

**Reading list:** For introductory reading see: Arnulf 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); Biondi et al, *The Law of State Aids in the European Union* (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 2005/06 session.

**Teacher responsible:** Ms Imelda Maher, A472

**Availability:** For LLM and MSc Regulation.

**Core syllabus:** Competition law, theory and policy in the context of globalisation and international trade.

**Content:** Competition Regimes: theories of competition, competition policy, institutions and enforcement; institutional design. Trade and competition (including developing economies). Legal responses to internationalisation: extraterritoriality; bilateral agreements; the WTO and competition. Case studies: international cartels and mergers.

**Teaching:** One two-hour seminar each week LT.

**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 2005/06 session.

**Teacher responsible:** Mr A Murray, A473

**Availability:** For LLM and MSc Law and Accounting 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. Regulating Societies: Controlling Individuals
6. A review of Lawrence Lessig's 'modalities of regulation' model of Cyber-regulation
7. Architecture - Internet Structure and Regulatory Bodies
8. Market Controls - Allocating bandwidth in 3G telecommunications
9. Social and Cultural Controls - Community Based Regulation
10. Law as Command- Hierarchical Controls
11. Advanced Architecture- Domain Names, Meta Tags and Search Engines
12. Advanced Architecture - Spectrum Scarcity
13. Advanced Market Controls - The Digital Divide
14. Advanced Market Controls - Free and Open Source Software
15. Advanced Social and Cultural Controls - Underground Communities
16. Advanced Social and Cultural Controls - File Sharing Communities
17. Advanced Law as Command - Jurisdiction and Enforcement
18. Advanced Law as Command - 3G Mobile Content
19. Advanced Law as Command - Conditional Access in Digital Broadcasting
20. Human Rights I - Monitoring
21. Human Rights II - Digital Censorship
22. 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](http://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:** A Murray, *Regulating the Digital Environment* (Cavendish, 2005 forthcoming); 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).

**Course website:** This course is web supported. The Course website may be assessed at: [www.itlawweb.co.uk](http://www.itlawweb.co.uk)

**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 2005/06 session.

**Teachers responsible:** Professor C Gearty, Z127 and Professor H Collins, A342

**Availability:** For LLM students and other Master's level students with permission. This is the full unit of LL468 and LL469. It is not possible to take this course in conjunction with either LL468 or LL469.

**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 UK 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 various different readings in term one (many of which will be on WebCT) and (in the second term) 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 2005/06 session.

**Teachers responsible:** Professor J Rickford and Professor P L Davies, A457

**Availability:** For LLM and MSc 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 Not available in 2005/06

##### Environmental Protection in the European Union: Law and Policy Developments

This information is for the 2005/06 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 Krämer, *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.

#### LL4B9

##### Corporate and Financial Crime

This information is for the 2005/06 session.

**Teacher responsible:** Jonathan Fisher, QC

**Availability:** For MSc Accounting and Finance, MSc Criminal Justice Policy, MSc Criminology, LLM, MSc Law and Accounting, MSc Management and Regulation of Risk and MSc Regulation.

**Core syllabus:** This course focuses on crime committed within the commercial and business environment, with particular emphasis on financial crime. The law is responding to the challenges presented by financial crime; as the primary vehicle for commercial activity, unacceptable corporate practices are increasingly made the object of criminal sanction and causes of action in civil law.

**Content:** Following an introductory session on the place of corporate and financial crime in the criminal justice system, the course considers the development of corporate criminal liability, regulatory offences, directors' liability, corporations and criminal procedure, and sentencing corporate defendants. The course explores the importance in terms of corporate governance of directors placing emphasis on the problems of corporate and financial crime by ensuring that the risks of corporate criminal activity are properly identified. Criminal offences directed at the enforcement of accounting transparency, recovery of losses by civil action, asset confiscation and the application of the UK anti-money laundering legislation are also considered. The course examines current perspectives in the detection, investigation and prosecution of corporate and financial crime. This includes analysis of the role of the law enforcement agencies, the use of informants, surveillance and entrapment techniques, and a consideration of the tension between the exercise of invasive powers and privacy issues. The efficacy of the criminal process in the battle against financial crime is examined, with particular reference to substantive criminal offences such as conspiracy to defraud, theft, deception, forgery, false accounting, corruption, market offences, insider dealing, Companies Act offences, revenue offences and cartel offences. Issues surrounding the debates over a generic "fraud" offence, trial by jury, admissibility of evidence obtained by surveillance, informants and entrapment, and levels of sentencing are addressed. Recent initiatives in partnerships between the public sector and the private sector to tackle the prevention, detection



and investigation of fraud are also considered.

**Teaching:** Twenty two-hour sessions weekly, the first half of the session is lecture format, the second half seminar format. Case studies are used to illuminate particular aspects of the course. Students will be asked to do the reading in advance and to come to seminars prepared to discuss it.

**Written work:** Students are asked to submit a 2,500 word essay.

**Reading list:** LSE course pack. Additional reading will be prescribed for each seminar. There are no core textbooks available for this course; however, much of the additional reading will be available from easily accessible resources on the internet. For an understanding of the areas covered in the course, preliminary reading can be found in Pinto & Evans, *Corporate Criminal Liability*, 2003, Sweet & Maxwell; Fisher, Bewsey, Waters, Ovey, *Law of Investor Protection*, 2003, Sweet & Maxwell; Goldspink & Cole, *International Commercial Fraud*, 2002, Sweet & Maxwell; Boyle & Bird, *Company Law*, 2004, Jordans; and classic texts on criminal law, procedure and evidence, and company law.

**Assessment:** One three-hour examination (100%).

## LL4C1

### Patent Law

**This information is for the 2005/06 session.**

**Teacher responsible:** Sivaramjani Thambisetty

**Availability:** This course is primarily intended for students enrolled on the LL.M. Students enrolled on MSc Law and Accounting, MSc Biomedicine, Bioscience, and Society and MSc law, Anthropology and Society may take the course subject to the approval of the course coordinator.

**Core syllabus:** This course aims to examine key issues in the UK law of patents in relation to global developments in the science-based industries; the rationales that have been offered for patent protection; empirical evidence concerning the role of patents in innovation policy and in scientific research and development (particularly in the biotechnological field); and legal developments both in the domestic laws of other countries and at regional and international levels. Case studies will be used for purposes of illustration where appropriate.

**Content:** Topics to be covered will include:

- Criteria of patentability: novelty, non obviousness, industrial applicability, sufficiency of disclosure;
- Excluded subject matter, with particular reference to matter excluded on grounds of public order and morality;
- The nature of a patent: the patent term and the rights of the patentee;
- Claim construction and infringement;
- Defences to infringement, with particular reference to the exemption for research use;

Special issues to be considered will include some or all of the following:

- Patentability of biotechnological research tools
- Protection of traditional knowledge
- Exploitation of traditional knowledge by third parties and the question of benefit sharing
- Exploitation of patent rights in respect of pharmaceuticals
- Plant Variety Rights and their relationship to patent rights
- Exclusion of methods of medical treatment
- The place of patents in research and development of stem cells
- Article 27(1) of the TRIPS Agreement and its implementation
- Anticommons: The problem of trivial patents and broad patents

**Teaching:** Weekly two hour seminars.

**Reading list:** *Core Textbook* - Bentely and Sherman, *Intellectual Property Law*, Oxford University Press, 2004.

Note that students will be expected to read widely in appropriate journals and books. Detailed reading lists will be provided during the course, the following is a recommended reading list:

*Recommended* - Cornish & David Llewellyn, *Intellectual Property Law*, Sweet and Maxwell, 2003; Adelman, Rader, Thomas & Wegner, *Cases and materials on Patent Law*, 2nd edn, West Group, 2003; Ducor, *Patenting the Recombinant Products of Biotechnology*, Kluwer Publications, 1998; Grubb, *Patents for Chemicals, Pharmaceuticals and Biotechnology*, 3rd edn, 1999; Vaver & Bentley, Eds, *Intellectual Property in the New Millennium*, Cambridge University Press, 2004; Nuffield Bioethics Council, *The Ethics of Patenting DNA*, 2002; Merges, Menell & Lemley, *Intellectual Property in the New Technological Age*, Aspen, 2003; Ashley Roughton *et al*, *The Modern Law of Patents*, Butterworths Law, 2004 (forthcoming); Simon Thorley, Ed, *Terrell on the Law of Patents*, Sweet and Maxwell; Ove Grandstrand, Ed, *Economics, law and Intellectual Property*, Kluwer Academic Publishers, 2003; Jaffe & Lerner, *Innovation and its Discontents*, Princeton University Press, 2004; Chartered Institute of Patent Agents, *CIPA Guide to the Patents Act*, Sweet and Maxwell.

**Assessment:** One three-hour written paper, accounting for 100% of the final grade.

## MA401 Half Unit Not available in 2005/06

### Computational Learning Theory and Neural Networks

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor 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/](http://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 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr Bernhard von Stengel, B408

**Availability:** This course is compulsory for MSc Applicable Mathematics and optional for MSc Risk and Stochastics. 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](http://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 2005/06 session.**

**Teacher responsible:** Dr Jan van den Heuvel, B410

**Availability:** The course is intended for students taking the MSc 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; J A Bondy & U S R Murty, *Graph Theory with Applications*, North Holland. Several of these text are available online. More information, plus additional notes, will be provided during the course.

**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 2005/06 session.**

**Teacher responsible:** Dr A Ostaszewski, B406

**Availability:** Intended for students on MSc Applicable Mathematics, MSc Risk and Stochastics 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. 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; J L Troutman, *Variational Calculus and Optimal Control*, Springer; W H Fleming & R W Rishel, *Deterministic and Stochastic Optimal Control*, Springer; W H Fleming & H M Fleming, *Soner Controlled Markov Processes & Viscosity Solutions*, Springer; 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 2005/06 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 MT.

**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 2005/06 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:** The lecture course MA313 **Probability for Finance and Economics** consisting of two lectures a week and 10 classes of MA411 in the MT. Revision Lectures will be in the ST.

**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.

## MA412 Half Unit

### Functional Analysis and its Applications

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Amol Sasane, B414

**Availability:** The course is primarily intended for students taking MSc Applicable Mathematics. Students on other MSc programmes may follow this course, provided they fulfil the pre-requisites.

**Pre requisites:** A background in undergraduate mathematics, in particular linear algebra (for instance, at the level of MA201 **Further Mathematical Methods (Linear Algebra)**) and ordinary calculus (for example, at the level of MA200 **Further Mathematical Methods (Calculus)**), would be sufficient as a prerequisite. Some degree of mathematical maturity is expected.

**Core syllabus:** This course aims at familiarizing the student with the basic concepts, principles and methods of functional analysis and its applications. Methods of functional analysis find wide applicability in diverse problems arising in the applied sciences.

**Content:** Metric spaces, normed and Banach spaces, linear operators, inner product and Hilbert spaces, applications of contractions, approximation theory, basic concepts of spectral theory. Illustrative examples and applications to optimisation, approximation theory and differential equations will be discussed throughout the course.



**Teaching:** 20 lectures (MA412) and 10 classes (MA412.A) in MT  
**Written work:** Weekly exercises are set and marked.  
**Reading list:** Jean-Pierre Aubin, *Applied Functional Analysis*, Wiley, 2000; A.V. Balakrishnan, *Applied Functional Analysis*, Springer, 1981; Erwin Kreyszig, *Introductory Functional Analysis with Applications*, John Wiley, 1989; Nicholas Young, *An Introduction to Hilbert Space*, Cambridge University Press, 1988.  
**Assessment:** There will be a formal two-hour written examination in the ST (90%) and one piece of coursework to be completed in the middle of the MT (10%).

#### MA413 Half Unit

##### Games of Incomplete Information

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Robert Simon, B404

**Availability:** The course is intended for students taking MSc Applicable Mathematics. Students on other MSc programmes may take the course subject to approval of the Programme Tutor and Lecturer.  
**Pre requisites:** Students should have taken MA402 (**Game Theory I**) or an equivalent course in game theory. A background in algebra, such as the material covered in MA201 (**Further Mathematical Methods (Linear Algebra)**) would be desirable. Some degree of mathematical maturity is expected.  
**Core syllabus:** The techniques and results of game theory are increasingly important to economic analysis. This course focuses on the problems of information incompleteness and information asymmetry. This is a relatively new but rapidly expanding area of game theory with connections to several areas of economic theory, for example conflict resolution, auctions, principal-agent problems, and the logic of knowledge.  
**Content:** An introduction to undiscounted games of incomplete information, proof of a value in any repeated zero-sum game of incomplete information on one side, demonstration of a counter-example to value in repeated zero-sum games of incomplete information on two sides, introduction to the Borsuk-Ulam theorem and related theorems of algebraic topology, proof of the existence of an equilibrium in non-zero-sum repeated games of incomplete information on one side, related repeated games of incomplete information for which there are equilibria, an introduction to repeated games with a hierarchy of information, the structure of infinite information and its relation to ergodic theory, proof of a value in any zero-sum Bayesian game, counter-example to the existence of a measurable equilibria in a three person continuously defined Bayesian game, possibilities for future research, some applications to auctions and arms control.

**Teaching:** The course consists of 20 lectures and 10 classes in the LT. Revision lectures will be arranged in the ST.  
**Written work:** Weekly exercises are set and marked.  
**Reading list:** A full set of lecture notes will be provided. An useful accompanying text is Robert J. Aumann and Michael B. Maschler, *Repeated Games with Incomplete Information*, MIT Press, 1995.  
**Assessment:** There will be a two-hour written examination in the ST.

**Teaching:** The course consists of 20 lectures and 10 classes in the LT. Revision lectures will be arranged in the ST.  
**Written work:** Weekly exercises are set and marked.  
**Reading list:** A full set of lecture notes will be provided. An useful accompanying text is Robert J. Aumann and Michael B. Maschler, *Repeated Games with Incomplete Information*, MIT Press, 1995.  
**Assessment:** There will be a two-hour written examination in the ST.

**Teaching:** The course consists of 20 lectures and 10 classes in the LT. Revision lectures will be arranged in the ST.

**Written work:** Weekly exercises are set and marked.

**Reading list:** A full set of lecture notes will be provided. An useful accompanying text is Robert J. Aumann and Michael B. Maschler, *Repeated Games with Incomplete Information*, MIT Press, 1995.

**Assessment:** There will be a two-hour written examination in the ST.

#### MA498

##### Dissertation in Mathematics

**This information is for the 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor Sonia Livingstone

**Availability:** Compulsory course for MSc Media and Communications and MSc Media and Communications (Research). Optional course for MSc Gender and the Media, MPA Public and Economic Policy and MSc Political Sociology. 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 MSc 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; M R Levy & M Gurevitch, *Defining media studies*, OUP, 1994; R Mansell & W E Steinhilber, *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 2005/06 session.**

**Teacher responsible:** Dr Bart Cammaerts, S209

**Availability:** Available primarily for students on the following programmes: MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications (Research), MSc New Media, Information and Society, MSc Media and Communications Regulation and Policy and MSc Politics and Communication. 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:** Axford, B. & Huggins, R. (2001) *New Media and Politics*, London: Sage; Street, J. (2001), *Mass Media, Politics and Democracy*, London: Palgrave; Webster, F. (Ed.) (2001) *Culture & Politics in the Information Age: A New Politics?* London: Routledge.

**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 2005/06 session.**

**Teacher responsible:** Professor Sonia Livingstone S105, Dr Youna Kim, S108

**Availability:** For MSc Media and Communications and MSc Media and Communications (Research). Optional course for MSc Culture and Society, MSc Politics and Communication and MSc Social Research Methods, although 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 television and new media audiences.

**Content:** The analysis of people's engagement with media, focusing on television audiences. Theories of active critical and diffused audiences. Comprehension and interpretation of texts by readers, focussing on specific genres such as the news, the audience discussion programme and the soap opera. Issues of gender, class, age and culture in audience reception. Methods of studying audiences. The shift from mass communication to interactive media, from audiences to users and publics. 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; W Brooker & D Jermyn, *The Audience Studies Reader*, Routledge, 2003; K Schroeder, et al, *Researching Audiences*, Arnold, 2003; 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 2005/06 session.**

**Teachers responsible:** Dr Gordon Gow, S211 and Dr Damian Tambini

**Availability:** Available primarily for students on the following programmes: MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications (Research), MSc New Media, Information and Society, MSc Media and Communications Regulation and Policy, MPA Public and Economic Policy and MSc Politics and Communication. 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; D Tambini and J Cowling, Eds *From Public Service Broadcasting to Public Service Communications*, IPPR, 2004; 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](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 2005/06 session.**

**Teacher responsible:** Dr Margaret Scammell, S213

**Availability:** This is a core course for students on MSc Politics and Communication. It is also available to students on the following programmes: MSc Global Media and Communications, MSc Media and Communications and MSc Media and Communications (Research). Other suitably qualified students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. This course is capped (number of students to be determined by 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, political marketing, news management and political advertising, political reporting, the 'crisis' of current civic communications and media and war.

**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:** W Lance Bennett & R Enteman (Eds), *Mediated Politics: Communication in the future of democracy*, Cambridge University Press (2001); Doris Graber (Ed), *Media Power in Politics*, 4th edn (2000); D Hallin & P Mancini, *Comparing Media Systems*, CUP (2003); Kathleen Hall Jamieson, *Everything You Think You Know About Politics ... And why you are wrong*, New York, Basic Books (2000); Pippa Norris, *Virtuous Circle*, Cambridge University Press (2000); M Scammell & H Semetko, *Media, Journalism and Democracy: A Reader*, Aldershot: Dartmouth (Ashgate), (2000); M Scammell, *Designer Politics*, Basingstoke, Macmillan (1995); Michael Schudson, *The Power of News*, Harvard University Press: Cambridge (1995); D Swanson, & P Mancini (Eds), *Politics, Media and Modern Democracy*, London: Praeger (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%).

#### MC405 Half Unit

##### Current Issues in Media and Communications

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Gerry Power

**Availability:** Available primarily for students on the following programmes: MSc Media and Communications, MSc Media and Communications (Research). Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

**Content:** The class will examine how media resources are employed to advance international development, addressing a range of challenges including health, education, good governance, gender and human rights. There will be a special focus on the role of formative, process and summative research in development communications. The course will draw on case studies of media and development projects throughout Africa, the Middle East and Asia.

**Objectives:**

- to examine the potential of media to contribute to a range of development objectives in developing countries
- to explain how research methods can be applied and adapted to the requirements of these media development projects
- to illustrate, using case studies, the application of research approaches to a range of developing media environments 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.

**Recommended reading list:** Deepa Narayan, *Measuring Empowerment: Cross-Disciplinary Perspectives*, Washington DC: World Bank (2005); M Frohardt & J Termin, *Use and Abuse of Media in Vulnerable Societies*, United States Institute of Peace, Special Report 110 (October 2004); P H Rossi, M W Lipsey & H E Freeman, *Evaluation: A Systematic Approach*, 7th edn, Thousand Oaks: Sage Publications (2004); Bella Mody, *International and Development Communication: A 21st Century Perspective*, Thousand Oaks; Sage (2003); William B Gudykunst & Bella Mody, *Handbook of International and Intercultural Communication*, 2nd edn, Thousand Oaks: Sage (2001); Bella Mody, *Designing Messages for Development Communication: An audience participation-based approach*, New Delhi: Sage (1991); Cees J Hamelink, *Gazette: The International Journal for Communication Studies*, University of Amsterdam, The Netherlands.

**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 2005/06 session.

**Teacher responsible:** Dr Terhi Rantanen S113

**Availability:** Compulsory for students on MSc Politics and Communication, MSc Media and Communications and MSc Media and Communications (Research). 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 2005/06 session.

**Teacher responsible:** Peter Lewis, S104

**Availability:** Available primarily for MSc Media and Communications, MSc Media and Communications (Research). 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 in the aftermath of the World Summit on the Information Society.

**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 and An Alternative Internet*, 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 2005/06 session.

**Teacher responsible:** Professor Sonia Livingstone, S105

**Availability:** This is a core course for students taking the following programmes: MSc Politics and Communication, MSc Gender and the Media, MSc Global Media and Communications, MSc Media and

Communications Regulation and Policy, MSc Media and Communications Regulation and Policy (Research), MSc New Media, Information and Society and MSc New Media, Information and Society (Research). It is an optional course on MSc Culture and Society. It is also open to other appropriately qualified students with the agreement of the course convenor.

**Core syllabus:** This course addresses key theoretical and conceptual issues in the field of media and communications, taking an interdisciplinary social science perspective, with the central focus 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 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 levels 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; N Garnham, *Emancipation, the Media, and Modernity*, Oxford University Press, 2000; E Katz et al. (Eds), *Canonic Texts in media Research*, Cambridge: Polity, 2003; 8; S Livingstone, *Making Sense of Television* (2nd edn), Routledge, 1998; R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, 2000; M Scammell & H Semetko, *Media, Journalism and Democracy: A Reader*, Ashgate, Aldershot and Dartmouth, 2000; 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 2005/06 session.

**Teacher responsible:** Dr Leslie Haddon

**Availability:** Available for students on the following programmes: MSc Global Media and Communications, MSc Culture and Society, MSc Media and Communications, MSc Media and Communications (Research), MSc New Media, Information and Society and MSc Politics and Communication. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

**Content:** The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as the domestication of ICTs, changes in their role over time, their place in social networks and their implications of and for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to broader questions about the extent to which these technologies are changing social life.

**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 Haddon, *Information and Communication Technologies in Everyday Life: A Concise Introduction and Research Guide*, Berg, 2004; R Silverstone & E Hirsch (Eds), *Consuming Technologies*, Sage, 1992; W Dutton (Ed), *Information and Communication Technologies: Visions and Realities*, OUP, 1996; R Ling, *The Mobile Connection. The Cell Phone's Impact on Society*, Morgan Kaufmann, 2004; W Dutton (Ed), *Society on the Line: Information Politics in the Digital Age*, OUP, 1999; B Wellman & C Haythornthwaite (Eds), *The Internet in Everyday Life*, Oxford, 2002; Bakardjieva, M (2005) *Internet Society. The Internet in Everyday Life*, Sage; Katz, J., and Rice, R (2002) *Social Consequences of Internet Use*, MIT press, Boston.

**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 2005/06 session.

**Teacher responsible:** Dr Terhi Rantanen, S113

**Availability:** Compulsory for students taking the MSc Global Media and Communications and optional for MSc Media and Communications, MSc Media and Communications (Research), MSc Politics and Communication and MSc Culture and Society. 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: Americanisation, Cultural and Media Imperialism; Identity, Resistance and Media; Global, National and Local Audiences; Diasporic media; Cosmopolitanism; 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: O Boyd-Barrett & T Rantanen (Eds), *The Globalization of News*, Sage, 1998; E Herman & R W McChesney, *The Global Media*, Cassell, 1997; J Lull, *Media, Communication, Culture: A global approach* (2nd edn), Polity Press, 2000; T Rantanen, *The Media and Globalization*. London: Sage, 2004; D K Thussu (Ed), *Electronic Empires*, Arnold, 1998; J Tomlinson, *Globalization and Culture*, 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 2005/06 session.

**Teacher responsible:** Dr Nick Couldry, S216

**Availability:** Available primarily for students on the following programmes: MSc Global Media and Communications, MSc Culture and Society, MSc Media and Communications, MSc Media and Communications (Research) and MSc Politics and Communication. 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 MT; Seminar (one-hour) x 10 MT.

**Note:** for 2005/2006 only, this course will be taught in Michaelmas term.

**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 2005/06 session.

**Teacher responsible:** Dr Alexandre Caldas, S107

**Availability:** This is a core course for students on MSc New Media, Information and Society, MSc New Media, Information and Society (Research). It is also available as an option for students on MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications (Research), MSc Politics and Communication 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 (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; R Mansell & B S Collins (Eds), *Trust and Crime in Information Societies*, Edward Elgar Publishers, 2005.

**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 2005/06 session.

**Teacher responsible:** Dr Gordon Gow, S211

**Availability:** Available primarily as a core course (half unit) for students taking MSc Media and Communications Regulation and Policy and MSc Media and Communications Regulation and Policy (Research), but also as an option for students taking 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 course examines various aspects of policymaking drawing on theories from the social sciences and by, introducing concepts from a range of disciplines including political theory, sociology, and economics. Course material also seeks to integrate a number of current and emerging themes in the practice of media and communications regulation, with a specific emphasis on electronic networks and digital convergence.

**Teaching:** Ten two-hour seminars/lectures MT.

**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 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 2005/06 session.

Teacher responsible: Dr Terhi Rantanen, S113

**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.

**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.

**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 2005/06 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 discourses of the Internet and cyberspace; the political economy of the Internet; production and convergence of content on the World Wide Web; Computer Mediated Communication (CMC) and its cultural dimensions, the consequences of the Internet for the changing concepts of time and space; the Network Society; the implications of the Internet for political action, resistance, processes of media consumption, and the concept of audiences. The course also considers the consequences of the Internet and CMC from an ethical standpoint.

**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?*; T Bentley & J Stedman (Eds), *The Moral Universe*; M Castells, *The Internet Galaxy*; A Giddens, *The Consequences of Modernity, Harvard Conference on the Internet and Society*; P N Howard & S Jones (Eds), *Society Online: The Internet in Context*; S Jones, *Cybersociety 2.0*; B Kogut (Ed), *The Global Internet Economy*; L A Lievrouw & S Livingstone (Eds), *Handbook of New Media*; J Lull, *Media, Communication, Culture: A Global Approach*; D Schiller, *Digital Capitalism*; D Miller & D Slater, *The Internet: An Ethnographic Approach*; J Slevin, *The Internet and Society*; M A Smith & P Kollock (Eds), *Communities in Cyberspace*; J B Thompson, *The Media and Modernity*; J Tomlinson, *Globalization and Culture*; B Wellman & C Haythornthwaite (Eds), *The Internet in Everyday Life*; M. Wolf (Ed.), *Virtual Morality: Morals, ethics, and New Media*; A F Wood & M J Smith, *Online Communication: Linking Technology, Identity, and Culture*.

Assigned reading will also include up-to-date articles from academic journals and the Internet. Key journals include: *Global Media & Communication*, *Information, Communication and Society*, *Journal of Media Economics*, and *New Media & Society*.

#### 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%).

### MC417 Half Unit

#### Democracy and the Media

This information is for the 2005/06 session.

Teacher responsible: Dr Margaret Scammell, S213.

**Availability:** This is a core course restricted to students on MSc Politics and Communication.

**Core syllabus:** This course examines the links between media and democracy in theory and practice.

**Content:** It examines theories of democracy and the obligations of media; media, elections and voting behaviour; media, public opinion and public policy; the Internet and political participation.

**Teaching:** Lectures 10 x one-hour; Seminars 10 x one-hour.

**Written work:** A 3,000 word (formally assessed) written assignment is required.

**Reading list:** Gunther, Richard & Anthony Mughan, *Democracy and the Media: A comparative perspective*, CUP (2000); D Hallin & P Mancini, *Comparing Media Systems*, CUP (2003); David Held, *Models of Democracy*, 2nd edn, Cambridge: Polity (1996); H Jenkins & D Thorburn, *Democracy and the New Media*, MIT (2003); P O'Neill (Ed), *Post-communism, the Media and Eastern Europe*, London: Cass (1996); Susan Pharr & R Putnam, *Disaffected Democracies* (2000); P Robinson, *The CNN Effect: The Myth of News Media, Foreign Policy and Intervention*, London: Routledge (2002); M Scammell & Semetko (Eds), *Media, Journalism and Democracy* (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%).

### MC499

#### Dissertation: Media and Communications

This information is for the 2005/06 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 (Research), MSc Media and Communications Regulation and Policy (Research), MSc Media and Communications Regulation and Policy (Research), MSc New Media Information and Society, MSc New Media, Information and Society (Research) and MSc Politics and Communication.

**Core syllabus:** The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the MSc Handbook and the instructions by the School's staff members.

**Content:** The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. In all cases, 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 not more than 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 will be held towards the end of LT at which students present their topic to peers and staff members for feedback. Detailed dissertation guidelines will be issued to all students during 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 2006.

There are no formal reading lists, but students are encouraged to consult handbooks on how to write dissertations. In addition, students are advised to consult dissertations of previous years for style and formatting purposes and to make sure that topics have not been examined before.

### MC4M1 Half Unit

#### Methods of Research in Media and Communications 1

This information is for the 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

**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, MSc Politics and Communication and MPhil/PhD Media and Communications.

**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:

- 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 ContentAnalysis*, 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 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

**Availability:** MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), MSc Media and Communications Regulation and Policy (Research), MSc New Media Information and Society (Research) and MPhil/PhD Media and Communications. 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 ContentAnalysis*, 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 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), MSc New Media Information and Society (Research) and MPhil/PhD Media and Communications. 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:

- 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%).
- 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 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Media and Communications (Research), MSc Media and Communications Regulation and Policy (Research), MSc New Media Information and Society (Research) and MPhil/PhD Media and Communications. 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:

- 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%).
- 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 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Global Media and Communications, MSc Media and

Communications, MSc Politics and Communication, MSc Media and Communications Regulation and Policy, MSc New Media Information and Society and MPhil/PhD Media and Communications.

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:

- Coursework: One assignment relating to the combination of **Principles of Research in Media and Communications** and **Principles of Social Research** (80%).
- Coursework and examination relating to **Quantitative Analysis** (20%).

## MC4M6 Half Unit

## Methods of Research in Media and Communications 3

This information is for the 2005/06 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications Regulation and Policy, MSc Politics and Communication, MSc New Media Information and Society and MPhil/PhD Media and Communications.

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.

ii. **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.

iii. **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 assignments 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:

- Coursework: One assignment relating to the combination of **Principles of Research in Media and Communications** and **Principles of Social Research** (80%).
- Examination relating to **Quantitative Analysis** (20%).

## MI401 Half Unit

## Concepts and Methods of Social Inquiry

This information is for the 2005/06 session.

Teachers responsible: Professor George Gaskell, B811, Dr Simon Hix, L305 and Dr Cheryl Schonhardt-Bailey, L105

Availability: For MSc European Politics and Governance and MSc Statistics (Research).

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 Kleinnijenhuis, *Doing Research in Political Science: An Introduction to Comparative Methods and Statistics* (Sage, 1999).

**Assessment:** A two-hour unseen examination.

#### MI402 Half Unit

##### Introduction to Quantitative Methods for the MPA Programme

**This information is for the 2005/06 session.**

**Teachers responsible:** Sarah Smith, H409, Dr Laila Haider and others

**Availability:** For MPA students.

**Core syllabus:** An introduction to basic mathematical and statistical concepts for use in MPA courses in economics and quantitative approaches.

**Content:** The course is intended for students with no little or no previous experience of quantitative methods in economics and applied statistics. It will cover the following:

##### Mathematics

Linear functions; simultaneous equations; non-linear functions; financial mathematics and discounting; differentiation and optimisation. In all cases, there will be simple economic applications.

##### Statistics and probability

Descriptive statistics - the univariate case (measures of central tendency, measures of variability); Covariance and correlation; Probability theory and distributions; Estimation and hypothesis testing; Interpretation of regression coefficients.

**Teaching:** The pre-session course will run over 8 days, beginning 19th September 2005. There will be two two-hour sessions each day - one for mathematics and the other for statistics. These will be run as combined lectures/ classes, ie combining teaching with examples that students need to work through.

**Reading list:** Notes covering the course material will be handed out and no further reading is required. The following textbooks are recommended for additional reading if desired.

T Bradley & P Patton, *Essential Mathematics for Economics and Business*; M Stock & J Watson *Introduction to Econometrics* chapters 1-3; T Wonnacott & R Wonnacott *Introductory Statistics*.

**Assessment:** The course will not be formally assessed. But, the students will be required to submit answers to review questions to check progress.

#### MI424

##### Interviewing Skills Workshop

**This information is for the 2005/06 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 the Social Sciences

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr C Badcock, S282

**Availability:** For research students and MSc students (also students attending SO215 and SO418).

**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 takes research into autism as an exemplary case study and considers the issues raised by it in relation to basic questions such as proximate and ultimate causation, holism and individualism, reductionism and anti-reductionism, and the role of genetics, psychology and neuroscience in

social science explanation.

**Teaching:** 10 one-hour lectures/discussions.

**Reading list:** C Badcock, *Evolutionary Psychology: A Critical Introduction* (2000); C Badcock, 'Mentalism and Mechanism: the twin modes of human cognition', in C Crawford & C Salmon (Eds) (2004); L Ellis, 'A Discipline in Peril: Sociology's Future Hinges on Curing Its Biophobia', *American Sociologist* 27: 21-41 (1996); 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*; 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 2005/06 session.**

**Teacher responsible:** Jouni Kuha, B808

**Availability:** Optional for MSc Sociology (Research), MSc Social Research Methods, MSc Gender (Research), MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Social Anthropology (Research), MSc Local Economic Development and MSc European Politics and Governance; 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 descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate 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 two-hour lectures and nine one-hour computer classes in the MT. Weekly assignments are required.

**Reading list:** A course pack will be handed out at the beginning of the course. It will be the core text for the course. A Agresti & B Finlay, *Statistical Methods for the Social Sciences* (1997) is recommended as additional background reading.

**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 2005/06 session.**

**Teachers responsible:** Dr Jonathan Jackson, B812 and Dr Satoshi Kanazawa, B809

**Availability:** This course is available to MSc Sociology (Research), MSc Social Research Methods, MSc European Politics and Governance, MSc Local Economic Development, MSc Social Anthropology (Research), MSc International Health Policy, MSc International Health Policy (Health Economics) and MSc Gender (Research). It 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 generalized linear model and its application to social science data. The main topics covered are: least-squares regression; logistic regression; among others. 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*. 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 2005/06 session.**

**Teacher responsible:** Professor George Gaskell, B811

**Availability:** Compulsory for MSc Social Research Methods, MSc Social Anthropology (Research), MSc Health, Community and Development and

MSc Gender (Research), optional for MSc Local Economic Development and MSc Statistics (Research); 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.

- Introduction: research as social inquiry
- Ethnography and participant observation
- The comparative method
- Policy analysis
- Case studies
- Forms of interviewing
- Questionnaire and survey design
- Sampling and social measurement
- Data sources and secondary analysis
- 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 2005/06 session.**

**Teacher responsible:** Dr Martin W Bauer, B804

**Availability:** Compulsory for MSc Social Research Methods and MSc Health, Community and Development; optional for MSc Gender (Research).

**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 in-class practica in the LT, including:

- Knowledge interests and qualitative inquiry
- Corpus construction
- Observation
- Grounded theory: indexing and memoing
- Content analysis: classical coding
- Rhetoric and argumentation analysis
- Discourse analysis
- Image analysis
- Data sources: quantitative data sets, qualitative and internet
- Computer-support for qualitative inquiry: an overview
- Quality indicators for qualitative inquiry

**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 2005/06 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 hours LT.

**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*.

**Assessment:** A two-hour written examination in the ST. Students are also assessed on work done during the course.

#### MI456 Half Unit

##### Special Topics in Quantitative Analysis

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Jouni Kuha, B808

**Availability:** This is an optional course for MSc Social Research Methods and MSc Statistics. Students taking other Master's degrees may be admitted, space and timetabling permitting, and with the approval of their department and the course teacher. The course is open to PhD students.

**Pre requisites:** The course will assume a knowledge of standard regression models, to the level covered in MI452.

**Core syllabus:** The aim of the course is to introduce students to advanced analytic methods frequently used in leading-edge social research.

**Content:** The content of the course will change from year to year. Possible topics include advanced models for categorical data (eg models for multinomial and ordinal data), event history analysis, and structural equation modelling. Details of the content for any one year will be available from the Methodology Institute office.

**Teaching:** Lectures: 10 LT. Computer classes: five two-hour sessions LT.

**Written work:** One piece of assessed coursework.

**Reading list:** Readings for this course will vary according to the topics covered each year. A reading list will be provided at the beginning of the course. Examples of readings for the topics mentioned above at the level of this course are A Agresti, *Categorical Data Analysis*; Box-Steffensmeier and Jones, *Event History Modelling*; Kaplan, D., *Structural Equation Modelling*.

**Assessment:** Two-hour written examination in the ST (50%) and coursework (50%).

#### MI460

##### Quantitative Approaches and Policy Analysis

**This information is for the 2005/06 session.**

**Teacher responsible:** Marieke Huysenruyt, H410

**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 20 classes. During the first term we will use six 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*; 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 the fourth week of LT that will count for one-third of the marks. A final three-hour examination will count for the remaining two-thirds of the marks.

#### MI470

##### Introduction to quantitative analysis: pre-session course

This information is for the 2005/06 session.

**Teachers responsible:** Dr Jouni Kuha, Satoshi Kanazawa, Jonathan Jackson and George Gaskell

**Availability:** For MSc and PhD students.

**Content:** The course covers the same material as MI451. It 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).

**Assessment:** A two-hour open book unseen examination.  
**Teaching:** Over five days, 21st, 22nd, 23rd, 26th & 27th September 2005. 09.30-12.30 and 14.00-17.00, nine x two-hour lectures and nine x one-hour computer classes.

#### MI4M1

##### Foundations of Social Research 1

This information is for the 2005/06 session.

**Teachers responsible:** Professor George Gaskell, B811, Dr Martin Bauer, B804 and others

**Availability:** For MSc Human Geography (Research), MSc Industrial Relations (Research), MSc Political Sociology (Research), MSc Politics of the World Economy (Research), MSc Russian and Post-Soviet Studies (Research), MSc Public Policy and Administration (Research), MSc Social Policy (Research) 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 2005/06 session.

**Teachers responsible:** Professor George Gaskell, B811, Dr Matt Mulford, B802, Dr Martin Bauer, B804 and others

**Availability:** For MSc Human Geography (Research), MSc Industrial Relations (Research), MSc Political Sociology (Research), MSc Politics of the World Economy (Research), MSc Russian and Post-Soviet Studies (Research), MSc Public Policy and Administration (Research), MSc Social Policy (Research) 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 2005/06 session.

**Teachers responsible:** Dr M Barzelay, G507 and Dr Martin Lodge, L309

**Availability:** Core course for MSc Public Policy and Administration and MSc Public Policy and Administration (Research), optional course for MSc Management. 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

##### Public Management: A Strategic Approach

This information is for the 2005/06 session.

**Teachers responsible:** Dr Michael Barzelay, G507

**Availability:** Available to MSc students where regulations permit, including MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Management, MSc Development Management and MPA Public and Economic Policy.

**Pre requisites:** GV483/MN401 **Public Management Theory and Doctrine** is normally considered a pre-requisite for this course.

**Core syllabus:** This course develops a way of reasoning and arguing about how to craft organizational practices in search of organizational achievement in the core public sector. It focuses on practices geared to carry out the generic organizational functions of strategy development, product/process innovation, management control, and production. Textbook theories of how to carry out these functions are of limited utility, especially in the core public sector. To rely exclusively on direct experience is myopic. Learning from second-hand experience can degenerate into mimicry. To overcome the limitations of these typical routes to organization design decisions, the course equips students with a rigorous way of analyzing organizational practices and their operative performance. The approach is applicable to all organizational functions. It also develops the skills needed to think creatively and argue intelligently about how situated organizational practices should be created, maintained, and modified.

**Content:** The course begins with developing a practice approach to organization and management. The hybrid approach is influenced by processually-oriented organization theory, large-scale practical arguments about organizational achievement in the public sector, institutional theory, and design methodologies rooted in decision sciences and engineering. The main body of the course is organized around the generic functions of strategy development, product/process (or program) innovation, management control, and production. In addition, some further topics are examined, including external reporting and accountability and public

management in developing countries. The course gives equal emphasis to critical analysis of readings and discussion of teaching case studies.

**Teaching:** 10 three-hour lectures in the LT and two seminars in the third and fourth weeks of the ST.

**Reading list:** M S Feldman & B T Pentland, *Reconceptualizing Organizational Routines as a Source of Flexibility and Change* (2003); J G March, L S Sproull & M Tamuz, *Learning from Samples of One or Fewer* (1991); W J Orlikowski, *Using Technology and Constituting Structures: A Practice Lens for Studying Technology in Organizations* (2000); M Briers & W F Chua, *The Role of Actor-Networks and Boundary Objects in Management Accounting Change* (2001); E Bardach, *The Extrapolation Problem: How Can We Learn from the Experience of Others* (2004); A G Hopwood & P Miller, *Accounting as Social and Institutional Practice*; C Hood & M Jackson, *Administrative Argument* (1991); M Moore, *Creating Public Value Strategic Management in Government* (1995); J Q Wilson, *Bureaucracy* (1989); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); J Bryson, *Strategic Planning for Public and Nonprofit Organizations* (2004); M Noordegraaf & T Abma, *Management by Measurement? Public Management Practices Amidst Ambiguity* (2003); F Thompson & L R Jones, *Responsibility Budgeting and Accounting* (2000); J Askim, *Performance Management and Organizational Intelligence: Adapting the Balanced Scorecard in Larvik Municipality* (2004); H Norreklit, *The Balanced Scorecard: What is the Score? A Rhetorical Analysis of the Balanced Scorecard* (2003); K Weick & K Roberts, *Collective Mind in Organizations: Heedful Interrelating on Flight Decks* (1993); M Power, *Making Things Auditable* (1996); M Barzelay, *Central Audit Institutions and Performance Auditing: A Comparative Analysis of Organizational Strategies in the OECD* (1997); J Tendler, *Good Government in the Tropics* (1997), and numerous teaching 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 on one of two designated topics to be submitted by the middle of June, accounts for 25% of the marks.

#### MN403 Half Unit

##### Negotiation Analysis

This information is for the 2005/06 session.

**Teacher responsible:** Dr Marta Coelho, G516

**Availability:** Optional course for MSc Management and MSc Management (CEMS/IMEX). 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 2005/06 session.

**Teachers responsible:** Dr Mariano Selvaggi, G408

**Availability:** Core course for MSc Management. Available as an option for 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:** This course uses formal economic analysis to systematically examine issues concerning the efficient organisation and management of organisations. Putting ethics/morality aside, we analyse how to appropriately motivate employees (i.e., provide incentives to work hard) and curb costly self-interested and opportunistic behaviour within organisations. We tackle these problems using the insights of principal-agent models in conjunction with moral hazard/adverse selection frameworks. The impacts of bounded rationality, information and coordination failures, transaction costs and incomplete contracting on the firm's buy or make decision are also examined. A final section of the course gets to grips with corporate finance theory. Particularly, investment theory together with asymmetric information (managers/entrepreneurs are better informed than the market) and principal-agent (managers make decisions on behalf of the shareholders) models are used to analyse corporate governance and control. Importantly, these theoretical frameworks are put to the test and assessed in the light of selected case studies and empirical/econometric investigations.

**Teaching:** 10 one-hour lectures and eight one-hour classes in the MT.  
**Reading list:** P Milgrom & J Roberts, *Economics, Organization and Management*, Prentice Hall (1992); E Lazear, *Personnel Economics for Managers*, John Wiley, (1998); J Roberts, *The Modern Firm*, OUP, 2004. Additional materials (journal articles and case studies) will be made available during the course.

**Assessment:** Examination of two-hours in the ST (100%).

#### MN409 Half Unit

##### Aspects of Human Resource Management

This information is for the 2005/06 session.

**Teacher responsible:** Ms Ana Canhoto, G514

**Availability:** Primarily for MSc Management and MSc Management (CEMS/IMEX) 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 (MN409).

**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 2005/06 session.

**Teacher responsible:** Ms Ana Canhoto, 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 Jaipal, *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 2005/06 session.

**Teacher responsible:** Ms Ana Canhoto, G514

**Availability:** MSc Management.

**Prerequisites:** 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 2005/06 session.

**Teacher responsible:** Professor David de Meza, G512

**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.

**Teaching:** 10 two-hour lectures and one-hour classes in the MT.  
**Reading list:** D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 2003; 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; J Roberts, *The Modern Firm*, OUP, 2004.

**Assessment:** Two-hour examination in the ST.

### MN416 Half Unit The Analysis of Strategy B

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jörn Rothe, G511

**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 2005/06 session.

**Teacher responsible:** Dr David Lane, G410

**Availability:** For students taking the MSc Management and MSc Management (CEMS/IMEX Route).

**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 parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using 'state of the art' simulation software with a graphical interface. This course concentrates on the use of simulation models and the contribution that they can make to management. It therefore complements the course OR431 *System Dynamics Modelling* which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non CEMS/IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible.

**Content:** The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.  
**Teaching:** Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT.

**Reading list:** G P Richardson (Ed), *Modelling for Management*; J A M Vennix, *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 2005/06 session.

**Teachers responsible:** Sir Geoffrey Owen, G407, Mark Bleackley and Louis Turner, c/o G500

**Availability:** For MSc Management and MSc Management (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 impact of global competition and technological change on the structure and location of industries, on the organisation and behaviour of firms, and on government policy towards business both at the national and supra-national level.

**Content:** The course looks at the key challenges facing businesses operating in world markets, including such topics as: continuing advances in information technology; the integration of world capital markets; corporate governance; and corporate social responsibility. It will also compare and contrast the different responses to global competition by firms and governments in the US, Europe and Asia, discussing, among other things, the use of industrial policy to support national firms, and recent developments in the management of multinational companies.

**Teaching:** 10 lectures and 10 seminars in the MT. The course includes presentations from business executives.

**Reading list:** Useful books for background reading are: P Dicken, *Global Shift*, 4th edn, Sage Publications 2003; Giorgio Barba Navaretti & Anthony J Venables, *Multinational Firms in the World Economy*, Princeton, 2004; and Martin Wolf, *Why Globalisation Works*, Yale 2004. Detailed reading lists will be provided for each of the ten lectures. A course pack of key readings will be made available.

**Assessment:** The assessment is based on two essays of 2,000 words each. The first essay will be set in week 4, for delivery in week 8, and will be based on the topics covered in the first five lectures. The second essay will be set in week 7, for delivery at the start of the Lent term, and will be based on the topics covered in the second five lectures. In addition, each student will provide a short seminar presentation (not assessed) on one of the topics discussed in the lectures.

### MN426 Half Unit Design and Management of Organisations

This information is for the 2005/06 session.

**Teacher responsible:** Dr Bernd Irlenbusch, G508

**Availability:** Core course for MSc Management.

**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, 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 the organising principle of much of the content of the course has its origins in empirical behavioural observations and economic theory applied to issues and ideas relevant to management. Contributions from sociology and psychology are integrated. The course complements MN404 *Incentives and Governance in Organizations* but can be taken as a stand-alone course. Whereas MN404 focuses on formal structure, this course focuses on aspects of informal structure.

**Teaching:** 10 two-hour lectures and 10 one-hour classes in the LT.

**Reading list:** P Milgrom & J Roberts, *Economics, Organization and Management*; 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 2005/06 session.

**Teacher responsible:** Professor Diane Reyniers, G510

**Availability:** Compulsory for and exclusive to all MSc Management 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 2005/06 session.

**Teacher responsible:** Professor Diane Reyniers

**Availability:** Compulsory for and exclusive to all MSc Management (CEMS/IMEX) 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 2005/06 session.

**Teacher responsible:** Dr K Papadaki, G309

**Availability:** The course is compulsory for MSc Operational Research students. Optional course for MSc Applicable Mathematics, MSc Analysis, Design and Management of Information Systems and MSc Decision Sciences.

**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 2005/06 session.

**Teacher responsible:** Dr K Papadaki, G309

**Availability:** The course is intended for MSc Operational Research, for which it constitutes a compulsory half-unit paper. It is an optional course for MSc Decision Sciences.

**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 six x one 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.**

#### OR404

##### Applied Operational Research

This information is for the 2005/06 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, one x two LT and two 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 2005/06 session.

**Teacher responsible:** B Fasolo, 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: Utility and the economic model of rationality; Prospect theory; Mental accounting and Behavioural finance; Auctions and the winner's curse; Choosing for the future; Simple heuristics that make use smart; How preferences are constructed; Emotions and rationality and the Philosophy of decision making.

**Teaching:** 10 x three-hour meetings in MT.

**Reading list:** Required readings will be provided, either as printed copies or by posting on the public folder. These will be available well in advance of seminars, so there will be time to prepare for the day they will be discussed.

Recommended books include: R Hastie & R M Dawes, *Rational Choice in an Uncertain World*, Sage (2001); A R Damasio, *Descartes' Error: Emotion, Reason and the Human Brain*, Quill, NY 1994.

**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: Theory and Algorithms

This information is for the 2005/06 session.

**Teacher responsible:** Professor H P Williams, G314

**Availability:** MSc Applicable Mathematics, MSc Operational Research, MSc Statistics, MSc Statistics (Research) 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 is not required, but students must be prepared to use computer packages.

**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.

- OR406.1 **Foundations of Mathematical Programming:** An

introduction to the mathematical foundations of mathematical programming

- OR406.2 **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:**

- OR406.1 four LT, OR406.1A two x 1.5 LT

- OR406.2 sixteen LT, OR406.2A eight x 1.5 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 2005/06 session.

**Teacher responsible:** Dr G Appa, G312

**Availability:** MSc Applicable Mathematics, MSc Operational Research 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:** As described under the headings of the lecture course below.

- OR406.1 **Foundations of Mathematical Programming.** An

introduction to the mathematical foundations of mathematical programming.

- OR408 **Combinatorial Optimisation.** 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 complex theory.

**Teaching:**

- OR406.1 four LT; OR406.1A two x 1.5 LT

- OR408 sixteen LT; OR408A eight x 1.5 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 Shimoys (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 2005/06 session.

**Teacher responsible:** Dr J Howard, B602

**Availability:** MSc Operational Research and MSc Decision Sciences.

**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, OR409.A 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 (OR409.A).

**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 2005/06 session.

**Teacher responsible:** Professor J Rosenhead, G208

**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 MSc Operational Research, MSc Decision Sciences, MSc Analysis Design and Management Information Systems 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 and LT; 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:** 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 2005/06

##### Advanced Topics in Operational Research

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** The course is intended for students on MSc 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.

**Written work:** Details will be provided at the start of the course.

**Reading list:** There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

**Assessment:** This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

#### OR418

##### Applied Decision Sciences

This information is for the 2005/06 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 2005/06 session.

**Teacher responsible:** Dr J V Howard, B602

**Availability:** Optional course for MSc Operational Research and as permitted by the regulations.

**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:

- ST331.1 **Fundamentals of Decision Theory** (Dr J V Howard). The normative theory of subjective probability and expected utility.
- OR304.1 **Behavioural Decision Theory** (Dr B Fasolo and 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** (Professor H Wynn). 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** (Dr A Morton). 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.

- 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.

**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 (4,000 words) 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 2005/06 session.

**Teacher responsible:** Dr J V Howard, B602

**Availability:** Optional course for students taking MSc Operational Research, MSc Analysis, Design and Management of Information Systems and MSc Management and Regulation of Risk and as permitted by the regulations.

**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 (2,500 words) 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 2005/06 session.

**Teacher responsible:** Professor G Bevan, G311

**Availability:** This course is intended for students on MSc Operational Research, MSc Management and Regulation of Risk, MSc Decision Sciences, MSc Regulation and MSc Social Research Methods. Students from other degrees may be admitted by agreement.

**Core syllabus:** This course focuses on how analysis needs to take account of, and be designed to relate to, the process through which policies are made. It combines discussion of case studies and concepts. The case studies include signal failures (eg Roskill Commission), disasters (eg the Challenger and Columbia explosions), and where analysis has fundamentally changed policies (in health care and legal aid). The concepts discussed include some of the leading intellectual arguments of the 20th Century: eg, the nature of science, critiques of positivism; the nature of power; efficiency, equity and justice; and market and government failure.

**Content:** *Introduction to policy analysis: case studies and overview.*

Introduction to, and overview of the nature of policy analysis. Discussion of case studies of failures of economic analyses to influence the decisions made - social cost benefit analysis in the choice of a site for the third London airport (the Roskill Commission); and cost-effectiveness analysis in setting a priority list for rationing health care for the indigent (the Oregon experiment).

*Measurement in the natural and social sciences Measurement.* Review of the nature of theory choice and measurement in the natural sciences and critiques of positivistic analyses of social data.

*Analytical frameworks of decision-making.* Review of the nature of power; strategies of conflict; criteria for resolving problems of distribution on grounds of efficiency and justice as fairness.

*Market and government failure: causes and remedies.* Review of concepts of government failure, market failure and transactions costs, principal/agent problems, path dependency. Discussion of various case studies of: program budgeting; resource allocation by capitation in health care; causes of the Challenger and Columbia disasters; methods of standard pricing for contracting for hospital services; contractual redesign in legal aid; reforming health care to introduce hierarchies and quasi markets; regulation of health care by targets.

**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:** General background is provided by D M Hausman & M S McPherson, *Economic Analysis and Moral Philosophy*, Cambridge University Press, 1996 and 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 extracts from 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; J Rawls, *Justice as Fairness*, London: Harvard University Press, 2001; S Lukes, *Power: A Radical View*, 2nd edn, Pagan, 2005; T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973; O E Williamson, *Markets and Hierarchies*, The Free Press, 1975; O E Williamson, *The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting*, New York, The Free Press, 1985. Students will examine extracts from 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; Columbia Accident Investigation Board, *Report*, 2003. Lord Chancellor's Department, *Modernising Justice*, HMSO, 1998.

**Assessment:** Students will be required to produce two assessed essays of 3,000 to 5,000 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.

## OR425

### Decision Analysis in Social Context

This information is for the 2005/06 session.

**Teacher responsible:** Dr A Morton, G310

**Availability:** For MSc Decision Sciences only.

**Pre requisites:** Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

**Core syllabus:** This full unit course shows how decision analysis can assist decision makers to take better decisions, provides an understanding of how people actually make decisions, develops skills needed for practitioners to engage with decision makers, and shows how social context influences the engagement.

**Content:** Modelling decisions with conflicting objectives in the face of uncertainty; models and theories describing how people exercise discretion, form preferences, make judgements, deal with uncertainty and take decisions, either individually or in groups; how the practice of decision analysis is affected by organisational structure, an understanding of roles and role relationships and issues of accountability and authority; strategic thinking and strategic management; working in groups; decision conferencing for creating aligned commitment to the way forward; process consultancy and facilitation skills; the use of computer programs for modelling decision trees, multi-criteria evaluation and resource allocation problems, risk analysis and Bayesian belief networks.

**Teaching:** One three-hour session each week in the MT and LT. Sessions are conducted differently each week, but most involve a mixture of lectures, discussions, exercises and projects.

**Written work:** A problem set is assigned each week, with a decision analysis on a topic of the student's choice, carried out individually or in a group, presented in the final week of the LT.

**Reading list:** J Baron, *Thinking and Deciding* (3rd edn); R Hastie & R M Dawes, *Rational Choice in an Uncertain World*; W Edwards & D von Winterfeldt, *Decision Analysis and Behavioral Research*; P Goodman & G Wright, *Decision Analysis for Management Judgment* (3rd edn); R T Clemen & T Reilly, *Making Hard Decisions with Decision Tools Suite*.

**Assessment:** The course is examined by a three-hour formal examination in the ST. The paper consists of one required question made up of nine short-answer questions, plus a choice of three additional questions from seven covering the main topics in the course.

## OR426 Half Unit

### Computer Modelling: Applied Statistics and Simulation

This information is for the 2005/06 session.

**Teacher responsible:** Dr J Howard, 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 and applied statistics.

**Content:** **Applied Statistics** (OR426.1): Revision of Descriptive stats, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA; simple and multiple regression.

**Workshop in Simulation** (OR426.2): Computer simulation models: design, construction and implementation.

**Teaching:** OR426.1 10 MT and OR26.1A 10 MT  
OR426.2 10 MT and OR426.2A 9 MT

**Reading list:** Recommended for OR426.1 are: Ramsey & Schafer, *The Statistical Sleuth*, Duxbury; M Chapman & B Mahon, *Plain Figures*; W W Himes & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E Tufte, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*. Recommended for OR426.2 are: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*, S Ross, *Simulation*, Academic Press.

**Assessment:** This course is examined entirely by course work and

projects, as follows:

50% for a final project for Applied Statistics, and 50% to a management report covering the results of a computer simulation project. Written work is marked on presentation as well as on content.

The projects are given during the second half of MT for completion by the beginning of LT.

## OR427 Half Unit

### Computer Modelling: Applied Statistics and Mathematical Programming

This information is for the 2005/06 session.

**Teacher responsible:** Dr S Powell, G308

**Availability:** MSc Applicable Mathematics, MSc Operational Research and an outside option for students on other degrees where permitted by the regulations.

**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 mathematical programming and applied statistics.

**Content:** **Applied Statistics** (OR426.1): Revision of descriptive Statistics, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA; simple and multiple regression.

**Basic Mathematical Programming** (OR427): An introduction to the theory of linear programming. Formulation of operational problems using linear and network models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.

**Teaching:** OR426.1 10 MT and OR426.1A 10 MT. OR427 10 MT, OR427.A 10 MT and nine x two computer workshop hours MT (optional).

**Reading list:** Recommended for OR426.1 are: Ramsey & Schafer, *The Statistical Sleuth*, Duxbury; M Chapman & B Mahon, *Plain Figures*; W W Himes & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E Tufte, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*. Recommended for OR427 are: H P Williams, *Model Building in Mathematical Programming*; Wiley. Students may also wish to consult: H P Williams, *Model Solving in Mathematical Programming*.

**Assessment:** This course is examined entirely by course work and projects, as follows:

50% for a final project for Applied Statistics and 50% either for a management report on a mathematical programming project or based on weekly mathematical programming exercises. Written work is marked on presentation as well as on content. The projects are given during the second half of MT for completion by the beginning of LT.

## OR428 Half Unit

### Model Building in Mathematical Programming

This information is for the 2005/06 session.

**Teacher responsible:** Dr S Powell, G308

**Availability:** MSc Applicable Mathematics, MSc Operational Research and an outside option for students on other degrees where permitted by the regulations.

**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:** The course aims to teach a range of approaches to building and understanding optimisation models.

**Content:** **Basic Mathematical Programming** (OR427): An introduction to the theory of linear programming. Formulation of operational problems using linear and network models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.

**Mathematical Programming Modelling** (OR428): Formulation and solution of non-linear models including some or all of integer, quadratic and stochastic programming models.

**Teaching:** OR427 10 MT, OR427.A 10 MT and nine x two computer workshop hours MT (optional)  
OR428 6 MT and OR428.A 6 MT.

**Reading list:** Recommended are: H P Williams, *Model Building in Mathematical Programming*, Wiley; Students may also wish to consult: H P Williams, *Model Solving in Mathematical Programming*, Wiley; D Smith, *Linear Programming Models in Business*.

**Assessment:** This course is examined entirely by weekly exercises or by project. Written work is marked on presentation as well as on content.



The project is given during the second half of MT for completion by the beginning of LT.

### OR431 Half Unit

#### System Dynamics Modelling

This information is for the 2005/06 session.

**Teacher responsible:** Dr D C Lane, G410

**Availability:** The course is optional on MSc Operational Research, MSc Management and Regulation of Risk and MSc Decision Sciences. 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 2005/06 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 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.

**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*.

**Reading list:** A detailed reading list forms part of the course booklet that will be available at the beginning of the year.

**Assessment:** A three-hour written examination in the ST.

### PH402

#### Philosophical Logic and Metaphysics

This information is for the 2005/06 session.

**Teacher responsible:** Dr. Matthew Parker

**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, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics;

b. **Metaphysics:** universals and particulars, free-will and determinism, personal identity, substance; why there is anything at all.

**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: Required books:** R M Sainsbury, *Logical Forms*; B Russell, *Logic and Knowledge*; D Lewis, *On the Plurality of Worlds*; Van Inwagen and Zimmerman, *Metaphysics: The Big Questions*; J Perry (Ed), *Personal Identity*; B. Rundle, *Why There is Something Rather Than Nothing*.

**Additional required readings** will be handed out throughout the course. Most of these will come from the following sources, which are also suggested as supplemental readings and resources for essays.

**Supplemental readings:** P Geach & M Black (Eds), *Translations from the Philosophical Writing of G Frege*; L Wittgenstein, *Tractatus Logico-Philosophicus*; L Wittgenstein, *Philosophical Investigations*; R Carnap, *Meaning and Necessity*; W V Quine, *From a Logical Point of View*; W V Quine, *Philosophy of Logic*; S Kripke, *Naming and Necessity*; R Nozick, *Philosophical Explanations*; A Rorty (Ed), *The Identities of Persons*; D Parfit, *Reasons and Persons*; G Watson (Ed), *Free Will*; D Davidson, *Essays on Actions and Events*.

**Assessment:** A three-hour written examination in the ST.

### PH403

#### Philosophy of Mathematics

This information is for the 2005/06 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.

**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 underviability 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*; S Shapiro, *Thinking About Mathematics: 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 2005/06 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:** Twenty one-hour lectures PH404 (MT, LT) and twenty one-and-a-half hour seminars PH404.1 (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 2005/06 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. 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 2005/06 session.

**Teacher responsible:** Dr. Matthew Parker

**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. 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: (i) Confirmation theory and the Bayesian controversy. (ii) The use of probability in the natural sciences compared and contrasted with its use in social sciences such as economics. (iii) Statistical mechanics and the "set of measure zero" problem. (iv) Concepts of randomness.

**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, complete some mathematical exercises in probability, and possibly give class presentations.

**Reading list:** D A Gillies, *Philosophical Theories of Probability*; 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*. (These are general sources; specific readings and additional articles will be announced in class.)

**Assessment:** A three-hour written examination in the ST.

### PH408 Not available in 2005/06

#### Mathematical Logic

This information is for the 2005/06 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. **Logic** (PH101) or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required.

**Core syllabus:** A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.

**Content:** 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 2005/06 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 quantum mechanics.

**Content: First Term:** 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:** The history and the mathematical formalism of the theory, the measurement problem, the EPR experiment, Bell's inequalities, Kochen-Specker paradox, interpretations of quantum mechanics (Copenhagen, spontaneous localization, pilot wave, modal, many worlds, many minds, decoherence), realism versus instrumentalism, individuality and indistinguishable particles, quantum logic.

**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 2005/06 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) and the intercollegiate MA Philosophy of Psychology seminar held at Birkbeck College PH411.2 20 x one-and-a-half hours (ML, LT). An alternative to the latter seminar is the intercollegiate BA Philosophy of Psychology lecture course (Birkbeck) PH411.2 20 x one hour (MT, LT). Students would also benefit from attending the intercollegiate MA Philosophy of Mind seminar 20 x one-and-a-half hours (ML, LT) and/or the intercollegiate BA Philosophy of Mind lecture course 20 x one hours (M T, LT).

**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 2005/06 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. The seminar is optional for MRes/PhD Economics and also open to other 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 2005/06 session.

**Teacher responsible:** Professor Luc Bovens, T402

**Availability:** The course is compulsory for MSc Philosophy, Policy and Social Value and optional for MSc Biomedicine, Bioscience and Society and MPA Public and Economic Policy.

**Core syllabus:** This course is intended to provide the student with the tools to evaluate 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 can clarify issues in public policy. Topics include democracy, public and social choice, just war theory, welfare, equality, human rights, freedom of speech, risk analysis, the market and philosophical aspects of health, environmental and development policy.

**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 2005/06 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 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:** The purchase of the following books is required:

Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett; David Hume, *A Treatise on Human Nature*, David Fate Norton & Mary Norton (Eds), ISBN: 0198751729, Oxford University Press; Jean Jaques Rousseau, *Basic Political Writings*: 'Discourse on the Sciences and the Arts', 'Discourse on the Origins of Inequality', 'Discourse on Political Economy', 'On the Social Contract', ISBN: 0872200477, Hackett; Immanuel Kant, *Groundwork of the Metaphysics of Morals* (Cambridge Texts in the History of Philosophy), Immanuel Kant, Mary J Gregor (Ed), Christine M Korsgaard (Introduction), ISBN: 0521626951, Cambridge University Press; J S Mill, *Utilitarianism*, ISBN: 087220605X, Hackett; John Rawls, *A Theory of Justice*, revised, 2nd edn, ISBN: 019825055X, Oxford.

A detailed reading list and a Course Pack will be made available at the beginning of the year. 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*, 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 2005/06 session.

**Teacher responsible:** Dr Richard Bradley, T301a

**Availability:** The course is restricted to students taking 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

##### Set Theory and Further Logic

This information is for the 2005/06 session.

**Teacher responsible:** Dr. Matthew Parker, T301B

**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) Modal Logic, including the major systems of propositional and first-order predicate modal logic and Kripke semantics for those systems.

**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 Enderston, *Elements of Set Theory*, Academic Press; M. Fitting and R. Mendelsohn, *First-order Modal Logic*, Springer.

**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 2005/06 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 PH300 x 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 2005/06 session.

**Teacher responsible:** Professor Luc Bovens, T402

**Availability:** The course is restricted to students taking the MSc Philosophy, Policy and Social Value.

**Core syllabus:** This course is intended to develop the ability to write a structured philosophical essay. It serves to prepare students writing a dissertation.

**Content:** The seminar will cover techniques of philosophical argumentation, an exploration of relevant journals in philosophy of public policy and class presentations that will prepare you for your dissertation.

**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 2005/06 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 2005/06 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 2005/06 session.

**Teacher responsible:** Dr Sandra Jovchelovitch, S307

**Availability:** This is the core course for MSc Social Psychology. Optional for MSc Social and Public Communication. 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 MSc Organisational and Social Psychology and MSc Organisational and Social Psychology (Research) 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 2005/06 session.

**Teacher responsible:** Professor Patrick Humphreys, S303

**Availability:** Core course for MSc Organisational and Social Psychology and MSc Organisational and Social Psychology (Research). Optional for MSc Social Research Methods. 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 2005/06 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 (Standard) and MSc Social and Public Communication (Research) 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' paper is circulated which outlines the research areas of academic staff 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/received by 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 2005/06

#### Social Representations

This information is for the 2005/06 session.

**Teacher responsible:** Dr Sandra Jouchelovitch, S307

**Availability:** Optional course for MSc Culture and Society, MSc Social Psychology, MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social and Public Communication and MSc Social and Public Communication (Research). 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 Not available in 2005/06

#### Social Psychology of the Media

This information is for the 2005/06 session.

**Teacher responsible:** Professor Patrick Humphreys, S303

**Availability:** Optional course for MSc Social Research Methods, MSc Media and Communications, MSc Media and Communications (Research), MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Culture and Society, MSc Global Media and Communications, MSc Social Psychology, MSc Social and Public Communication and MSc Social and Public Communication (Research). 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 Cobley (Eds), *The Media: An Introduction*, Longman, 1998; R Nelson, *TV Drama in Transition: Forms, Values and Cultural Change*, Macmillan, 1997.

Additional Reading lists will be given out at the beginning of the Session.

**Assessment:**

1. A formal two-hour examination in the ST: 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 2005/06

#### Psychology of Gender

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jan Stockdale, S366

**Availability:** Optional course for MSc Gender, MSc Gender and Social Policy, MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social Research Methods, MSc Social and Public Communication and MSc Social and Public Communication (Research) students. 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 2005/06 session.

**Teacher responsible:** Professor George Gaskell, B811

**Availability:** MSc Media and Communications, MSc Media and Communications (Research), MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social Research Methods, MSc Social and Public Communication and MSc Social and Public Communication (Research). 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 2005/06 session.

**Teacher responsible:** Professor Catherine Campbell, S387

**Availability:** Optional for MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Research Methods, MSc Social Psychology, MSc Social and Public Communication, MSc Social and Public Communication (Research) and MSc Health, Community and Development. 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, 2004; 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; G Nelson & I Prilleltensky (Eds), *Community Psychology: in Pursuit of Liberation and Well-Being*, Palgrave MacMillan, 2005; 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*, 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****Issues in Social Psychology: Evolutionary Psychology**

This information is for the 2005/06 session.

**Teacher responsible:** Dr Andy Wells, S305

**Availability:** Optional for MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social and Public Communication and MSc Social and Public Communication (Research). 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, 187. 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 2005/06 session.

**Teacher responsible:** Dr Lucia Garcia-Lorenzo, S311

**Availability:** Optional for MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social and Public Communication and MSc Social and Public Communication (Research). 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/](http://www.psych.lse.ac.uk/kode/)

**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 knowledge, Communities of practice; iii) Knowledge and ICTs: The technological 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*.

**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 2005/06 session.

**Teacher responsible:** Dr Martin Bauer, B804

**Availability:** This is a full-unit core course intended for students enrolled on MSc Social and Public Communication (Standard), MSc Social and Public Communication (Research), MSc Media and Communications and MSc Media and Communications (Research). Other students may access this course subject to space and following discussion with the Teacher responsible.

**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 lectures. 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 2005/06 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' paper is circulated in 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 2005/06 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 and MSc Organisational and Social Psychology (Research) 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' paper is circulated in 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 videoclips. 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 2005/06 session.

**Teacher responsible:** Dr Sandra Jovchelovitch, S307

**Availability:** Optional course for MSc Culture and Society, MSc Social Psychology, MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Psychology (Research), MSc Social and Public Communication (Standard), MSc Social and Public Communication (Research) and MSc Health, Community and Development. 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 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 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** Mainly for: MSc Social Psychology; MSc Organisational and Social Psychology (Standard); MSc Organisational and Social Psychology (Research); MSc Social and Public Communication (Standard) and MSc Social and Public Communication (Research) 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:** One-hour lecture and one-hour seminar 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 2005/06 session.

**Teacher responsible:** Dr Martin Bauer, B804

**Availability:** MSc Media and Communications, MSc Media and Communications (Research), MSc Social Research Methods, MSc Social Psychology, MSc New Media, Information and Society, MSc Analysis, Design and Management of Information Systems, MSc Culture and Society, MSc Regulation, MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Psychology (Research), MSc Social and Public Communication (Standard) and MSc Social and Public Communication (Research). 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 2005/06 session.

**Teachers responsible:** Dr Jan Stockdale, S366 and Dr Caroline Howarth, S365

**Availability:** A compulsory half-course unit for MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Research Methods, MSc Social and Public Communication, MSc Social and Public Communication (Research) and MSc Health, Community and Development. 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: Sage, 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

#### Organizational and Social Decision Making

This information is for the 2005/06 session.

**Teacher responsible:** Professor Patrick Humphreys, S303

**Availability:** Optional for MSc Social Psychology, MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Psychology (Research), MSc Social Research Methods, MSc Social and Public Communication (Standard) and MSc Social and Public Communication (Research). 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 Jaeger 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 2005/06 session.

**Teachers responsible:** Dr Lucia Garcia-Lorenzo, S311 and Mr Barry Rogers, S312

**Availability:** Optional for MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social and Public Communication (Standard) and MSc Social and Public Communication (Research). 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: Two 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 2005/06 session.

**Teacher responsible:** Dr Bradley Franks, S313

**Availability:** Optional course for MSc Culture and Society, MSc Social Psychology, MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Policy (Research), MSc Social and Public Communication (Standard) and MSc Social and Public Communication (Research). Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

**Core syllabus:** The course examines recent directions in research relating to the relationships between mind and culture.

**Content:** Theoretical issues including: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

**Teaching:** Lecture (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 & 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%).

### PS460 Half Unit

#### Social Psychology of Racism, Multiculture and Resistance

This information is for the 2005/06 session.

**Teachers responsible:** Dr Caroline Howarth, S365 and Dr Derek Hook, S308

**Availability:** For students on MSc Social Psychology, MSc Organisational and Social Psychology (Standard), MSc Organisational and Social Psychology (Research), MSc Social and Public Communication (Standard), MSc Social and Public Communication (Research) and MSc Health, Community and Development. Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the Teachers responsible.

**Core syllabus:** Demonstrates the importance of a Social Psychological perspective for research into racism, multiculture 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, multiculture 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%).

### PS461

#### Health, Community and Development

This information is for the 2005/06 session.

**Teacher responsible:** Professor Catherine Campbell, S387

**Availability:** MSc Health, Community and Development students. Other students may access this course with the agreement of the teacher responsible.

**Core syllabus:** Application of the principles of community social psychology to public health and health promotion in developing countries, with particular attention to the psycho-social and community-level determinants of health-related behaviour and of participation in collective action for community development.

**Content:** This course examines the psycho-social determinants of community development for health, and more particularly the role of community participation, partnerships and collective action in the promotion of health and the management of disease in developing countries. This material is contextualised within a multi-level framework of health spanning the individual, community and social levels of analysis. Brief introductory attention is given to the macro-social context of health-related experience and behaviour (health as a 'global public good', a 'national public good', gender, poverty and so on). Viewing communities as mediators between the individual and social dimensions of health, the bulk of the course focuses on the social psychology of grassroots participation, collective action, partnerships and community development



for health - relating health and community development to social identities, social representations and local knowledge, empowerment, critical thinking and the public sphere. Particular attention is given to the mechanisms underlying individual/social change in building health-enabling social environments. The course concludes with a focus on the incorporation of social psychological perspectives into the design and evaluation of community development for health programmes.

**Teaching:** Lectures/Seminars (two hours) x 20 MT; Class (one hour) x five MT.

**Written work:** One 5,000 word written assignment in the MT, which counts for 50% of the total assessment.

**Reading list:** P Freire, *Education for Critical Consciousness*, New York: Continuum (1973); M Seedat, (Ed), *Community Psychology: Theory, Method and Practice*, Cape Town: Oxford University Press (2001); I Martin-Baro, *Writings for a Liberation Psychology*, London: Harvard University Press (1994); J Pottier, A Bicker & P Sillitoe (Eds), *Negotiating Local Knowledge: Power and Identity in Development*, London: Pluto; J Habermas, 'The public sphere: an encyclopedia article'. In S Bronner & M Douglas (Eds), *Critical Theory and Society: a Reader*, London: Routledge, Pp. 136-142; M Foucault, *Power/Knowledge. Selected Interviews and other Writings 1972-1977*, London: Harvester Wheatsheaf (1980); R Chambers, *Whose Reality Counts? Putting the First Last*, London: ITDG (2003); D Hook (Ed) *Critical Psychology*, University of Cape Town Press (2004); S Jovchelovitch & C Campbell (Eds), *Health, Community and Development. Special Edition of Journal of Community and Applied Social Psychology*, 10; C Campbell, *Letting them Die: why HIV Prevention Programmes Fail*, Oxford: James Currey.

**Assessment:** 1. A formal three-hour examination in the ST. three questions from a choice of 10 (50%).

2. One written assignment of 5,000 words in the MT (50%).

#### PS462 Half Unit

##### Theory and Practice of Organisational Development This information is for the 2005/06 session.

**Teacher responsible:** Professor Patrick Humphreys, S303 and Dr Caryn Solomon, S312

**Availability:** Optional for MSc Organisational and Social Psychology, MSc Organisational and Social Psychology (Research), MSc Social Psychology, MSc Social and Public Communication and MSc Social and Public Communication (Research).

**Core syllabus:** The organisation is a social system that is complex, dynamic and ever changing. This course attempts to explore the management of organisational change and development in a practical way. It does this by recognising that there are research-based methodologies for ensuring that the potential inherent in change is harnessed, and that the capacity and potential of the organisation, in the pursuit of a broad range of organisational objectives, are enabled. While it is informed by a number of key theoretical frameworks, Organisation Development comes into its own in application.

The aim of the course, therefore, is two fold: first to explore the body of core theory underpinning the practice; second, to examine the practice of Organisation Development as a 'process' (not a 'product' or a 'programme') which fundamentally influences and is influenced by the specific organisational context within which it takes place. Drawing on key theoretical frameworks and the approaches of major practitioners, the course also examines a range of current, best practice socio-psychological interventions.

Students will be actively encouraged to relate key theoretical perspectives to organisational challenges covering a range of contemporary issues and contexts.

**Teaching:** 10 x two-hour lectures (LT) plus five x one-hour seminars (LT).

**Written work:** 3,000 word coursework essay.

**Reading list:** C. Argyris, *On Organisational Learning* (Malden, Mass: Blackwell Business, 1999); Richard Beckhard, *Organisational Development: Strategies and Models* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); W Bennis, K Benne & R Chin, *The Planning of Change*, (New York: Holt, Rinehart & Winston, 4th edn, 1984); P Checkland, *Systems Thinking, Systems Practice* (Chichester: Wiley, 1981); W Isaacs, *Dialogue and the Art of Thinking Together* (New York: Doubleday 1999); P R Lawrence & J W Lorsch, *Developing Organisations: Diagnosis and Action* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); M L Tushman & P Anderson, *Managing Strategic Innovation and Change* (New York: Oxford University Press, 1997); Edgar Schein, *Process Consultation: Its Role in Organisation Development* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1988); Edgar Schein, *Organisational Culture and Leadership* (San Francisco: Jossey Bass, 1992)

**Assessment:** One 3,000-word coursework essay (50%) and a two-hour examination (50%).

#### PS498

##### Dissertation in Health, Community and Development This information is for the 2005/06 session.

**Teacher responsible:** All dissertations will be supervised by members of the Social Psychology Institute.

**Availability:** MSc Health, Community and Development students only.

**Core syllabus:** An empirical investigation, carried out on the student's own initiative, under the supervision of a member of staff.

**Content:** The dissertation, an empirical investigation, 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. Projects will focus on some aspect of the role of community participation, partnerships or collective action in facilitating the promotion of health, the management of disease and/or the promotion of health-enhancing social change.

**Topic selection and supervision:** Towards the end of the MT a 'Research Report Topic Selection' paper is circulated in 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 the most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Director. 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 dissertation plus an electronic copy must be handed in to the Institute Office in August (exact date to be confirmed). The dissertation must be typewritten. It should be no less than 10,000 words and should not exceed 15,000 words in length.

#### PS4M1

##### Methods of Research and Quantitative Analysis A1 This information is for the 2005/06 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. MI453 **Fundamentals of Research Design** which is offered by the Methodology Institute

ii. PS430 **Research Techniques 1.**

iii. MI451 **Quantitative Analysis 1: Description and Inference** and MI452 **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 MI453, PS430, MI451 and MI452.

For details of the course Content please consult the relevant course guide.

**Teaching:** Michaelmas term

MI453 - **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 (MI451 and MI452), 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:** MI453 examination - 20%

PS430 methods assignment - 40%

MI451 and MI452 statistics coursework and examination(s) - 40%

**Assignments:**

i. PS430 one assignment which contributes to formal assessment

ii. MI453 coursework and examination.

iii. MI451 and MI452 statistics coursework and examination.

#### PS4M2

##### Methods of Research and Quantitative Analysis A2 This information is for the 2005/06 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. MI453 **Fundamentals of Research Design.**

ii. PS430 **Research Techniques 1.**

iii. MI452 **Quantitative Analysis 2: The Generalised Linear Model** and MI455 **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 MI453, PS430, MI452 and MI455).

For details of the course Content please consult the relevant course guide.

**Assignments:**

i. PS430 one assignment which contributes to formal assessment.

ii. MI453 coursework and examination.

iii. MI452 and MI455 coursework and examination.

**Teaching:** Michaelmas term

MI453 - **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 (MI452 and MI455), 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:** MI453 examination - 20%

PS430: one methods assignment - 40%

MI452 and MI455 statistics coursework and examination(s) - 40%

#### PS4M3 Half Unit

##### Methods of Research and Quantitative Analysis B1 This information is for the 2005/06 session.

**Teachers responsible:** Dr Jan Stockdale, S366, Professor Patrick Humphreys, S303 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 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. MI453 **Fundamentals of Research Design** which is offered by the Methodology Institute.

ii. PS431 **Research Techniques 2.**

iii. MI451 **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 MI453, PS431 and MI451.

**Assignments:**

i. MI453 coursework.

ii. PS431 one assignment which contributes to formal assessment.

iii. MI451 statistics coursework and examination.

**Teaching:** Michaelmas term

MI453 - **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 (MI451 or MI452).

**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. MI453 coursework and MI451 statistics coursework and examination - 40%.

#### PS4M7 Half Unit

##### Methods of Research and Quantitative Analysis B2 This information is for the 2005/06 session.

**Teachers responsible:** Dr Jan Stockdale, S366, Professor Patrick Humphreys, S303 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. MI453 **Fundamentals of Research Design** which is offered by the Methodology Institute.

ii. PS431 **Research Techniques 2.**

iii. MI452 **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 MI453, PS431 and MI452.

**Assignments:**

i. PS431: one assignment which contributes to formal assessment.

ii. MI453 coursework.

iii. MI452 statistics coursework and examination.

**Teaching:** Michaelmas term

MI453 - **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 (MI451 or MI452).

**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%.

MI453 coursework and MI452 statistics coursework and examination - 40%.



## PS940

## Psychology (Seminar)

This information is for the 2005/06 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 2005/06 session.

**Teacher responsible:** Professor 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 2005/06 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 2005/06 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

## Social Policies for Ageing Populations

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**Availability:** For postgraduates mainly on MSc Health, Population and

Society, MSc Gender, MSc Social Policy (Research) and 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 2006.

**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 2005/06 session.

**Teacher responsible:** Professor T Newburn, A280

**Availability:** Compulsory course for MSc Criminal Justice Policy. Optional for MSc Regulation, MSc Regulation (Research), MSc Social Policy (Research), MSc Social Policy and Planning, MSc Voluntary Sector Organisation, LLM and other master's 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 one hour seminars, 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 2005/06 session.

**Teacher responsible:** Dr S Mangen, A261 and other

**Availability:** Compulsory for MSc European Social Policy, optional for MSc European Political Economy: Integration, MSc European Politics and Governance, MSc International Health Policy, MSc Gender and Social Policy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation, MSc Regulation (Research), MSc Social Policy and Planning and MSc Social Policy (Research). Students on MSc European Political Economy: Transition may take this course only with the permission of the teacher concerned. 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; women and the welfare state; and the opportunities and threats posed by globalisation.

**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, *Why We Need A New Welfare State*, Chapters 1, 2 & 6; M Ferrera & M Rhodes, *Recasting European Welfare States*.

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 2005/06 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, MSc Biomedicine, Bioscience and Society 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 in health care; 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), defining benefits and setting health system priorities; allocating resources for health care; purchasing health services; paying health care providers (hospitals and doctors); influencing doctors' behaviour; patient choice in health care.

**Teaching:** 14 one-hour lectures, and five two-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); T Rice, *The Economics of Health Reconsidered*, Health Administration Press, (2nd edn, 1998).

**Assessment:** An assessed essay of 2,500 words (40%) to be submitted at the beginning of the LT and a two-hour written examination in the ST (60%).

## SA408 Half Unit

## Health Economics

This information is for the 2005/06 session.

**Teacher responsible:** 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), MSc Social Policy (Research) 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 2005/06 session.

**Teachers responsible:** Professor D Piachaud, A243 and Dr H Dean, A262

**Availability:** For MSc Social Policy and Planning, MSc European Social Policy and MSc Social Policy (Research). 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, Weidenfield, 1998; E Kingdon & 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; J Ditch (Ed), *Introduction to Social Security*, Routledge, 1999; J Dixon, *Social Security in Global Perspective*, Praeger, 1999; S McKay & K Rowlington, *Social Security in Britain*, Macmillan, 1999; J Millar (Ed), *Understanding Social Security*, The Policy Press, 2003; J Flaherty et al, *Poverty: The facts*, 5th edn, CPAG, 2004; J Hills, *Inequality and the State*, Oxford University Press, 2004.

**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 2005/06 session.

**Teacher responsible:** Professor C Whitehead, S377

**Availability:** MSc Housing and Regeneration (Social Policy), MSc International Housing and Social Change, MSc Housing and Regeneration and MPA Public and Economic Policy. 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 MT, LT, ST, 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.

#### SA427 Half Unit

##### Pharmaceutical Economics and Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor E Mossialos, J413

**Availability:** For MSc Health Policy, Planning and Financing; MSc Biomedicine, Bioscience and Society; MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Health, Population and Society; MSc Social Policy (Research) and other Master's students where programme regulations permit. Students must have an understanding of basic Health Economics principles.

**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, MT, 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 LT. A two-hour written examination in the ST (60%).

#### SA429 Half Unit

##### Social Exclusion, Inequality and the 'Underclass' Debate

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor D Piachaud, A243, Dr H Dean, A262, Dr R Tunstall and others

**Availability:** For MSc Social Policy and Planning, MSc City Design and Social Policy, MSc Health, Population and Society, MSc Criminal Justice Policy, MSc Housing and Regeneration (Social Policy), MSc European Social Policy, MSc Social Policy (Research), MSc Gender and Social Policy, MPA Public and Economic Policy, MSc Voluntary Sector Organisation 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 changes in inequality 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:** Concepts of social exclusion and the 'underclass' debate. Inequality and poverty - evidence, trends and causes. Family change and disadvantage; long term unemployment and welfare-to-work; area segregation, housing and 'welfare ghettos'; ethnic division; employment;

education; social exclusion and citizenship.

**Teaching:** 10 Lectures and 10 Seminars, LT.

**Assessment:** A two-hour written examination in the ST.

**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*.

#### SA433

##### Management Studies and Management Skills

**This information is for the 2005/06 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.

**Reading list:** D Osborne & T Gaebler, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Plume, New York; C Handy, *Understanding Organisations* (4th edn); DETR, *Modernising Local Government*, HMSO, 1998; M Pearl, *Social Housing Management*, Macmillan, 1997; R Tunstall, *Reinventing Housing Management*, LHF, 1999.

**Assessment:** One essay to be submitted by the first Friday of LT.

#### SA435

##### NGO Management, Policy and Administration

**This information is for the 2005/06 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. Optional for MSc Development Management, MSc Development Studies, MSc Global Politics, MSc Social Policy (Research) and MPA Public and Economic Policy.

**Pre requisites:** Applicants will be expected to be well-qualified graduates with at least some experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs

**Core syllabus:** The course considers a wide range of conceptual, contextual, and policy issues and ideas related to NGOs. These include the changing policy contexts in which NGOs operate, the complexities of accountability, organisational growth and change, the ethical dimensions of NGO work, the links between human rights (civil, political, and economic) and development, the new conceptual debates around civil society, globalisation, humanitarianism, development, social movements, social capital, and social entrepreneurship. As an MSc course at the LSE, this academic programme provides a unique opportunity for critical reflection, analysis, and debate on the topic of NGOs working in development, relief, and advocacy contexts. The MSc is not a professional training course; it draws together theory and practice through the seminars and lectures, equipping participants with essential analytic skills to operate strategically in the work environment. The MSc draws on documentation from many countries and the accumulated research experience of staff at the LSE's Centre for Civil Society.

**Content:** The MSc focuses broadly on the work of NGOs engaged in development, humanitarian relief, and advocacy. It examines - (a) the work NGOs do, the challenges they encounter, and the special role they play in development, relief, and advocacy contexts, (b) the NGOs relationships with other stakeholders including beneficiaries, communities, government, donors, social movements, transnational networks and other organisational actors and how these relationships affect the work of NGOs; (c) the internal organisational challenges NGOs face including human resources, evaluation, accountability, legitimacy, and planning; (d) the changing policy contexts in which development NGOs are operating and how those policy contexts affect the work of NGOs and (e) theories of civil society and non-governmental public action and how these can be used to analyse and understand the changing roles of NGOs.

**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 2,000 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, 2004 and 2005/06*

www.lse.ac.uk/Depts/global/yearbook04/chapters.htm/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); Glasius, M, Lewis, D and Seckinelgin, H (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge; Van Rooy, A (1997) *Civil Society and the Aid Industry* London: Earthscan.

**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 2005/06 session.**

**Teacher responsible:** Dr R Tunstall, A240

**Availability:** Intended primarily for MSc Housing and Regeneration, MSc International Housing and Social Change, MSc Housing and Regeneration (Social Policy) and MSc Social Policy (Research). 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 policy. The impact of community regeneration and estate regeneration.

**Teaching:** 10 x one-hour lectures; 10 x one and a half-hour seminars, MT. There will be outside speakers and a field trip.

**Reading list:** Carmona, Carmona & Gallent, *Delivering New Homes. Processes, Planners and Providers* (2003); B Cullingworth & V Nadin, *Town and Country Planning in Britain* (2002); A Coleman, *Utopia on Trial: Vision and Reality in Planned Housing* (1985); S Muthesias & M Glendenning, *Tower Block* (1995); Social Exclusion Unit, *Bringing Britain Together: a National Strategy for Neighbourhood Renewal* (1998); 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 2005/06 session.**

**Teacher responsible:** Dr Rebecca Tunstall, A240

**Availability:** MSc Housing and Regeneration and MSc International Housing and Social Change students completing the CIH Diploma. 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 policy. The impact of community regeneration and estate regeneration.

**Teaching:** 10 x one-hour lectures; 10 x one and-a-half-hour seminars, MT. There will be outside speakers and a field trip.

**Reading list:** Carmona, Carmona & Gallent, *Delivering New Homes. Processes, Planners and Providers* (2003); B Cullingworth & V Nadin, *Town and Country Planning in Britain* (2002); A Coleman, *Utopia on Trial: Vision and Reality in Planned Housing* (1985); S Muthesias & M Glendenning, *Tower Block* (1995); Social Exclusion Unit, *Bringing Britain Together: a National Strategy for Neighbourhood Renewal* (1998); 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 2005/06 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.

#### SA446 Not available in 2005/06

##### Psychology and Crime

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr J Runggay, A255

**Availability:** Available as an option for MSc Criminal Justice Policy, MSc Social Policy (Research), LLM 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 Alison, *The Social Psychology of Crime*, 1999; G Gudjonsson, *The Psychology of Interrogations and Confessions*, 2002; J Runggay, *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 2005/06 session.**

**Teacher responsible:** Dr M Bhatia, A239

**Availability:** For MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Health, Population and Society, MSc Biomedicine, Bioscience and Society, MSc Social Policy (Research) and other Master's students from LSE and LSHTM where programme regulations permit - excluding MSc Health Policy, Planning and Financing.

**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, including the demographic and Epidemiological Transition. The principal social determinants of health and mortality, which are also related to inequalities in health, are described. Theories of planning and techniques for setting priorities in health care are discussed. The emphasis is on understanding the policy process and assessing various policy options. The course will also examine the changing role of the state and the role of international organisations like WHO and World Bank in improving the health status and influencing the policy agenda. Finally, the course will conclude with examining the reforms taking place in the health sector.

**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 2005/06

##### Foundations of Social Service Policy

**This information is for the 2005/06 session.**

**Teachers responsible:** To be announced

**Availability:** Optional for MPA Public and Economic Policy, MSc Social Policy (Research) and MSc Social Policy and Planning.

**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 2005/06 session.**

**Teacher responsible:** Professor J Hills, R512

**Availability:** For MSc Social Research Methods, MSc Social Policy and Planning, MSc Social Policy (Research) and MSc Voluntary Sector Organisation.

**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 evaluation 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. 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 two 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 2005/06 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 Social Policy and Planning in Developing Countries and MSc Management of Non-Governmental Organisations. It is optional for MPA Public and Economic Policy and MSc Social Policy (Research).

**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. Project: Planning Residential Workshop and Participatory methods exercise.

**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 MI453 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 Planning Essay, 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: D Booth (Ed), *Rethinking Social Development*, Longman, 1994; R Dale, *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*, Zed Books, 2004; I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America*, Cambridge University Press, 2004; N Kaber & S Cook, 'Revisioning Social Policy in the South: Challenges and Concepts', *IDS Bulletin*, 31,4, 2000; U Kothari & M Minogue (Eds), *Development Theory and Practice: Critical Perspectives*, Palgrave, 2002; J Midgley, *Social Development: The Development Perspective in Social Welfare*, Sage, 1995; R Mishra, *Globalization and the Welfare State*, Edward Elgar, 1999; T Mkandawire, *Social Policy in a Development Context*, Palgrave Macmillan, 2004; M Turner & D Hulme, *Governance, Administration and Development*, Macmillan, 1997; 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 1, ST. A three-hour written examination in the ST (75%).

#### SA456

##### Study Skills

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor A Power, A237

**Availability:** For MSc Housing and Regeneration (Social Policy) 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 Not available in 2005/06

##### Urbanization and Social Planning

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr S Kumar, A226

**Availability:** For postgraduate students with an interest in urban social

policy in developing countries. Available on MSc Development Management, MSc Development Studies and MSc Social Policy (Research) and MSc Population and Development. 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%).

#### SA462

##### Welfare Rights

**This information is for the 2005/06 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 2005/06 session.**

**Teachers responsible:** Professor A Power, A237 and Dr N Holman, A238

**Availability:** For MSc Housing and Regeneration (Social Policy), MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy (Research) and MSc Regional and Urban Planning Studies. 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 Welfare Urban 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 2005/06 session.**

**Teacher responsible:** Professor T Newburn, A280

**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 2005/06 session.**

**Teacher responsible:** Dr S Mangen, A261 and other

**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 and draft project protocol 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 2005/06 session.**

**Teacher responsible:** Dr Nancy Holman, A238

**Availability:** For MSc Housing and Regeneration, MSc International Housing and Social Change and MSc Housing and Regeneration (Social Policy).

**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 2006. 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 2005/06 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 2005/06 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 middle of LT and the 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 2005/06 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. 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 and Nonprofit Sector Dissertation**

This information is for the 2005/06 session.

**Teacher responsible:** Dr Sarabajaya Kumar, A250

**Availability:** Compulsory for students taking the MSc Voluntary Sector Organisation.

**Objective:** A dissertation on a topic related to the voluntary and nonprofit sector and approved by the Programme Director. 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 appraisal and analysis of existing literature.

**Supervision and Teaching:** Students will pursue their dissertations under the supervision of the Programme Director 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 8 workshops, to review the research process and methodology, and to enable students to explore their proposal in their peer group.

**Assessment:** The dissertation must be submitted to the Programme Administrator 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 2005/06 session.

**Teachers responsible:** Professor A Power, A239 and Dr Nancy Holman, A238

**Availability:** For MSc Housing and Regeneration (Social Policy), MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy (Research) and MSc European Social Policy. 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: How 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

**Basic Population Analysis**

This information is for the 2005/06 session.

**Teacher responsible:** Dr R Sear, A270

**Availability:** For MSc Development Studies, MSc Population and Development, MSc Health, Population and Society, MSc Statistics, MSc Statistics (Research) and MSc Social Research Methods. Also available to other MSc students where regulations permit.

**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 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 text is *Demographic Methods and Concepts* by D Rowland, 2003; or, alternatively *Methods and Models in Demography* by C Newell, 1988 or *Demographic Techniques* by A H Pollard, F Yusuf & G N Pollard, 1990.

**Assessment:** A two-hour written examination in the ST.

## SA485 Half Unit

**Methods for Population Planning**

This information is for the 2005/06 session.

**Teacher responsible:** Professor M Murphy, A234

**Availability:** For MSc Population and Development, MSc Development Studies, MSc Social Policy (Research), MSc Health, Population and Society, MSc Social Research Methods; 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. 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 2005/06 session.

**Teachers responsible:** Professor D Piachaud, A243 and others

**Availability:** For MSc Social Policy and Planning, MSc Voluntary Sector Organisation, MSc Housing and Regeneration (Social Policy), MSc Gender and Social Policy, MSc Social Policy (Research), MSc Health, Population and Society, MSc European Social Policy and MSc Criminal Justice Policy. 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:** The nature of social policy: key concepts and theories. The goals of social policy. Issues including: the political economy of social policy; the mixed economy of welfare; the governance of social policy; gender and social policy; poverty, inequality and social exclusion; globalisation and the future of social policy.

**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*; J Hills et al, *The State of Welfare*, Oxford, 1990; H Glennerster, *Understanding the Finance of Welfare*, Policy Press, 2003.

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 2005/06 session.

**Teacher responsible:** Dr E Coast, A232

**Availability:** For MSc Population and Development, MSc Development Studies, MSc Development Management, MSc Gender, MSc Gender and Social Policy, MSc Gender, Development and Globalisation, MSc Social Policy and Planning in Developing Countries, MSc Health, Population and Society, MSc Social Research Methods and MSc Health, Community and Development. Also available for other MSc students where regulations permit.

**Core syllabus:** This course is primarily concerned with the effectiveness and efficiency of reproductive health programmes especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation.

**Content:** The course addresses key questions such as:

- What role can the mass media play in communicating reproductive health messages?
- What are the key elements of a reproductive health programme?
- What special sexual and reproductive needs do adolescents have?
- Should violence against women be considered a reproductive health issue?
- How appropriate is social marketing as a means of increasing contraceptive use in developing countries?
- What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

**Teaching:** 10 Lectures and 10 Seminars, LT.

**Written work:** Students are expected to prepare a seminar presentation and an essay (circa 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 2005/06 session.

**Teacher responsible:** Dr E Coast, A232

**Availability:** For MSc Population and Development, MSc Development Studies, MSc Health, Population and Society, MSc Gender, MSc Gender and Social Policy, MSc Social Policy (Research), MSc Gender, Development and Globalisation, MSc Social Policy and Planning in Developing Countries and MSc Social Research Methods. Also available to other MSc students where 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 1,500 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 2005/06 session.

**Teachers responsible:** MSc Convenor and personal supervisor.

**Availability:** This course is intended for students taking the MSc Population and Development.

**Core syllabus:** The purpose is to allow students to explore a particular research topic in depth.

**Arrangements for supervision:** An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. Students are given a class on research and dissertation writing in addition to attending SA4C1. Students are expected to make a non-assessed presentation on their proposed dissertation topic in LT.

**Selection of topic:** The topic of the dissertation is selected in consultation with the student's personal supervisor.

**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 2005/06 session.

**Teachers responsible:** Dr A Thornley, S420 and other

**Availability:** For MSc Regional and Urban Planning, MSc City Design and Social Science, MPA Public and Economic Policy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and MSc Social Policy (Research). 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:** P Newman & A Thornley, *Planning World Cities: Globalization and Urban Politics*; 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 2005/06 session.

**Teacher responsible:** Dr W Sigle-Rushton, A258

**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.

**Supervision:** An appropriate tutor will be appointed early in LT, after submission of a two line topic. Supervision will follow the procedures set out for students by the Gender Institute.

**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.

**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.

#### SA4A7 Half Unit

##### Gender and Social Policy: Theory and Practice

This information is for the 2005/06 session.

**Teacher responsible:** Dr W Sigle-Rushton, A258

**Availability:** Compulsory for MSc Gender and Social Policy; optional for MSc European Social Policy, MPA Public and Economic Policy, MSc Social Policy (Research) and MSc Social Policy and Planning.

**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.

**Teaching:** 10 x one-and-a-half 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%).

#### SA4A9 Half Unit

##### Gender and European Welfare States

This information is for the 2005/06 session.

**Teacher responsible:** Dr W Sigle-Rushton, A258

**Availability:** Optional for MSc Gender and Social Policy on completion of SA4A7 **Gender and Social Policy: Theory and Practice**. Optional for MSc European Social Policy, MPA Public and Economic Policy, MSc Social Policy (Research) and MSc Social Policy and Planning.

**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: the organisation of caring services including child care; family policy; provision for lone parents; the labour market and labour market policies; men and masculinities; and aging. 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-and-a-half 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%).

#### SA4B3

##### Dissertation: Health, Population and Society

This information is for the 2005/06 session.

**Teachers responsible:** MSc Convenor and personal supervisor

**Availability:** For students taking 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 2005/06 session.

**Teacher responsible:** Professor P Townsend, A263

**Availability:** An optional course for MSc Human Rights and MSc Social Policy and Planning.

**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: 29 x one-and-a-half hours. Three additional seminars separate from lectures in each of the three terms (including three review seminars in ST). 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, *Child Poverty in Rich Countries*, 2005; 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 Kinglsey, 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 2005/06 session.

**Teacher responsible:** Professor P Townsend, A263

**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: 16 x one-and-a-half hours. MT including three 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 2005/06 session.

**Teacher responsible:** Professor P Townsend, A263

**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: 16 x one-and-a-half hours, LT including three 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, *Child Poverty in Rich Countries*, 2005; G Van Bueren, *The International Law on the Rights of the Child*, The Hague, Netherlands, Kluwer Law International (1994); 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); 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 supplementary reading list will be circulated to students at the start of the course.

**Assessment:** A two-hour written examination in the ST (100%).

#### SA4B8 Half Unit

##### Ethnicity, 'Race' and Social Policy

This information is for the 2005/06 session.

**Teacher responsible:** Dr C Phillips, A230

**Availability:** For MSc Social Policy and Planning, MSc European Social Policy, MSc Criminal Justice Policy, MSc Social Policy (Research) and 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 Contexts and Contemporary Debates; Concepts and Social Policy Discourses; Policy and Ideology; Demography, Neighbourhoods and Housing; Education; Employment, Underclass and Social Exclusion; Theorising Racial Inequality and Racisms; Globalisation, Migration and Asylum; Crime and Criminal Justice; Anti-Discrimination and Minority Perspectives.

**Teaching:** 10 x one-hour lectures, 10 x two-hour seminars, MT, and one revision session, ST.

**Reading list:** A Pilkington, *Racial Disadvantage and Ethnic Diversity in Britain*, 2003; J Solomos & L Back, *Racism and Society*, 1996; D Mason, *Race and Ethnicity in Modern Britain*, 2000; B Parekh, *The Future of Multi-Ethnic Britain*, 2000; P Gilroy, *There Ain't No Black in the Union Jack*, 1987; J Solomos, *Race and Racism in Britain*, 2003; G Bhattacharyya, J Gabriel & S Small, *Race and Power: Global Racism in the Twenty-First Century*, 2002; 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; L Back & J Solomos *Theories of Race and Racism: A Reader*, 2000; H S Mirza, *Black British Feminism: a Reader*, 1997; M Mac an Ghaill, *Contemporary Racisms and Ethnicities: social and cultural transformations*, 1999.

**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%).



**SA4B9 Half Unit****Education Policy, Reform and Financing****This information is for the 2005/06 session.****Teacher responsible:** Professor A West, A139**Availability:** Optional for MPA Public and Economic Policy, MSc Social Policy (Research) and MSc Social Policy and Planning.**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:** Issues to be addressed 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. Not all issues are covered as separate topics.**Teaching:** 10 lectures and 10 seminars during LT.**Written work:** Students will be expected to make a number of seminar presentations.**Reading list:** Specialist lists for each topic will be provided. The following books are recommended: A H Halsey, H Lauder, P Brown & A Stuart Well, *Education: Culture, economy and society*, Oxford University Press, 1997; J Le Grand & W Bartlett (Eds), *Quasi-Markets and Social Policy*, Macmillan, 1993; M Coleman & L Anderson (Eds), *Managing Finances and Resources in Education*, Paul Chapman, 2000; 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 2005/06 session.****Teacher responsible:** Dr W Sigle-Rushton, A258**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****Basic Education for Social Development****This information is for the 2005/06 session.****Teacher responsible:** Dr Anthony Hall**Availability:** Optional course for MSc Social Policy and Planning in Developing Countries, MSc Development Management, MSc Development Studies, MSc Social Policy (Research) and MSc Health, Community and Development. 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 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*, 2005; UNESCO, *Education For All Global Monitoring Report - The Quality Imperative*, 2005 ([www.unesco.org](http://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 2005/06 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; MSc International Health Policy (Health Economics) 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 2005/06 session.****Teacher responsible:** Dr F Sassi, A279**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 Dinwiddie & 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 2005/06 session.****Teachers responsible:** Professor A Power, A237 and Dr S Kumar, A226**Availability:** For MSc Housing and Regeneration (Social Policy) and MSc European Social Policy. 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 (75%) and an assessed 2,000 word essay (25%) 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 2005/06 session.****Teachers responsible:** Professor A Power, A237 and Dr S Kumar, A226**Availability:** For MSc Housing and Regeneration (Social Policy). 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 (75%) and a 2,000 word assessed essay (25%) to be handed in on the first day of ST.**SA4C7 Half Unit****Understanding Housing Finance and Economics****This information is for the 2005/06 session.****Teacher responsible:** Professor C Whitehead, S377**Availability:** For MSc Housing and Regeneration (Social Policy), MSc Housing and Regeneration and 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 2005/06 session.****Teacher responsible:** Dr H Seckinlgin, A269**Availability:** Optional for MSc Social Policy and Planning in Developing Countries, MSc Health, Community and Development, MSc Social Policy and Planning 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 organizations (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 Runyan, *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 2005/06 session.****Teacher responsible:** Professor J Le Grand, A244 and others**Availability:** For MSc Housing and Regeneration (Social Policy), MSc



Social Policy and Planning, MSc Voluntary Sector Organisation, MSc Gender and Social Policy, MSc Criminal Justice Policy, MSc European Social Policy, MSc Social Policy (Research), MSc Health, Population and Society 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 in industrialised countries.

**Content:** The course examines how policy debates effect policy implementation, with a particular focus on innovation, identifying the social forces influencing the changes, and examining the practical consequences in service provision in industrialised countries. Changes in the organisational structure and management approach, in the nature of social control, and in the social and economic context are examined.

**Teaching:** The course consists of 10 lectures and 10 seminars in the LT with a revision seminar in the ST.

**Reading list:** M Power, *The Audit Society: Rituals of Verification*, Oxford University Press (1997); J Le Grand, *Motivation, Agency and Public Policy: Of Knights and Knaves, Pawns and Queens*, Oxford University Press (2003); D Garland, *The Culture of Control*, Oxford University Press (2001); J Birchall, *Building Communities the Co-operative Way*, Routledge (1988); A Power, *Estates on the Edge*, Macmillan (1996); J Hills, *Inequality and the State*, Oxford (2004); M Powell, *Evaluating New Labour's Welfare Reforms*, Policy Press (2002); G Lewis, *Race, Gender and Social Welfare: encounters in a post colonial society*, Polity Press (2000).

**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 2005/06 session.**

**Teacher responsible:** Professor M Murphy, A234

**Availability:** For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy; MSc Social Research Methods 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 2005/06 session.**

**Teacher responsible:** Dr A Gjonca, A229

**Availability:** For MSc Health, Population and Society; MSc Health Policy, Planning and Financing; MSc International Health Policy; MSc Health, Community and Development; MSc Population and Development; MSc Social Research Methods 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: programmes 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'? Mental health issues in developing countries. 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 economics. 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 2005/06 session.**

**Teacher responsible:** Professor Alistair McGuire, J405

**Availability:** For MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Health, Population and Society 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 2005/06 session.**

**Teacher responsible:** Professor E Mossialos, J413

**Availability:** For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc Social Policy and Planning 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 two-hour examination in the ST (100%).

#### SA4D5 Half Unit Social Rights and Human Welfare

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Hartley Dean, A262

**Availability:** This is an optional course for MSc Human Rights, MSc Management of Non-Governmental Organisations, MSc Social Policy (Research), MSc Social Policy and Planning and MSc Social Policy and Planning in Developing Countries.

**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); A Eide, et al (Eds), *Economic, Cultural and Social Rights: A textbook*, Martinus Nijhoff (2001); 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); 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 2005/06 session.**

**Teacher responsible:** Dr Mrigesh Bhatia

**Availability:** For MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc Health, Community and Development, MSc 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 history of the development of health systems and policies 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. Because Primary Health Care is once again at the centre of the World Health Report (2003), these sections will focus on equity, participation and intersectoral collaboration. 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. Delivery will focus on decentralisation and the role of the private/public mix. 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, Sage, 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; A Sen, *Development as Freedom*, Oxford University Press, 1999; 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 2005/06 session.**

**Teacher responsible:** Dr M Bhatia, A239

**Availability:** Compulsory course for MSc Health Policy, Planning and Financing.

**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, including the demographic and Epidemiological Transition. The principal social determinants of health and mortality, which are also related to inequalities in health, are described. Theories of planning and techniques for setting priorities in health care are discussed. The emphasis is on understanding the policy process and assessing various policy options. The course will also examine the changing role of the state and the role of international organisations like WHO and World Bank in improving the health status and influencing the policy agenda. Finally, the course will conclude with examining the reforms taking place in the health sector.

**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 programme tutors.

#### SA4D8 Half Unit Welfare State Change: Ideas, Institutions and Actors

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Jane Lewis, A137

**Availability:** MSc Social Policy and Planning, MSc European Social Policy, MSc Social Policy (Research) and MSc Voluntary Sector Organisation. Other students may take the course, with the permission of the teacher.

**Core syllabus:** This course is designed to encourage students to think broadly about the nature and determinants of changes in social provision in comparative perspective.

**Content:** The course will provide students with a knowledge and understanding of key issues in the development of social policies in comparative perspective. It begins by considering the origins of social policy and how we can think about continuity and change. It then moves on to consider some of the major explanations for the 'rise' of welfare states, paying special attention to the frameworks used by political scientists. Students are asked to consider the role played by different sorts of political ideas in the conceptualisation of social provision and to link these through different understandings of the concept of citizenship. Central to the course is an examination of the expansion of welfare states and the extent of welfare state change over the past two decades. In the light of welfare state change, it examines the changing role of the state, the non-profit sector and the family. Finally, it explores social provision in relation to globalisation and Europeanisation, focusing on the extent to which there is convergence.

**Teaching:** Students will attend a weekly two hour seminar. Each week ALL students will be expected to read for the seminar (under the guidance of the seminar leader) and to discuss what they have read. Each student will make two short seminar presentations. The seminar teacher will introduce the following week's topic at the end of each class. Students will write one essay for the seminar.

**Written work:** Students write one 2,000 word essay, as part of the assessment.



**Reading list:** Some of these key texts are more 'introductory' than others. Your seminar teacher will give you guidance on where to begin depending on your academic background. C Pierson & F Castles (Eds), *The Welfare State Reader* (2000); R E Goodin & D Mitchell (Eds), *The Foundations of the Welfare State* Vols. 1-3 [Volume I: chapters 1-6, 8, 10, 12, 18-19; Volume II: all of this is useful for different parts of the course, Volume III: 1, 4, 5, 8, 9, 12-18, 23-24]. This is a collection of some of the key contributions to the study of social policy. (2000); G Esping Andersen, *The Three Worlds of Welfare Capitalism* (1990); P Pierson (Ed), *The New Politics of the Welfare State* (2000); M Ferrera & M Rhodes, *Recasting European Welfare States* (2000); F Scharpf & A Vivien Schmidt (Eds), *Welfare and Work in the Open Economy*, Vol 1 (2000); N Gilbert, *Transformation of the Welfare State* (2002); J Myles & J Quadagno, *Political Theories of the Welfare State*, Social Service Review (March 2002); A Deacon, *Perspectives on Welfare* (2002) an undergraduate text, but a useful introduction, especially for week 3; G Esping Andersen, *et al*, *Why we need a New Welfare State* (2002) (this is the published version of a document prepared for the Belgian Presidency of the EU in 2001. The Foreword by Frank Vandenbroucke is an excellent introduction to current issues); J Clasen (Ed), *Comparative Social Policy* (1999), [chapters 2-3] (other chapters are useful for other parts of the course). **Assessment:** One two-hour examination (75%) and one assessed 2,000 word essay (25%).

#### SA4D9 Half Unit

##### Health Systems and Policies II with Long Essay

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor E Mossialos, J413.

**Availability:** For MSc International Health Policy and MSc International Health Policy (Health Economics).

**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:** Ten lectures and five two-hour seminars in LT. Two lectures in 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:** One 6,000 word essay to be submitted by September 1st (50%). One two-hour written examination in the ST (50%).

#### SA4E6 Half Unit

##### Social Planning for Rural Development

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr D Lewis, A281

**Availability:** Optional course for MSc Social Policy (Research) and 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:** Theories 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, the rural non-farm sector.

**Teaching:** Ten lectures and ten seminars, MT. 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 2,000 words (25%). A two-hour written examination in the ST (75%).

#### SA4E7 Half Unit

##### Voluntary and Nonprofit Sector - Concepts, Theories and Policy

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Sarabjaya Kumar, A250

**Availability:** Compulsory for students taking MSc Voluntary Sector Organisation, optional for MSc Social Policy and Planning and other MSc Programmes within the department of Social Policy and the School where regulations and place availability permit. The course is intended for students with an interest in the voluntary, non-profit or third sector.

**Core syllabus:** The course is concerned with the role, development and policy of the voluntary and non-profit sector. It covers theoretical approaches, and draws on literature and research from the UK, other EU countries and the United States.

**Content:** Introduction to the voluntary sector; concepts; historical development; the public policy and funding context; economic, political and sociological theories; inter-organisational relationships; volunteers; and current policy issues including social enterprise.

**Teaching:** Ten weekly lectures and ten weekly seminars in the MT with a revision session in ST.

**Reading list:** The following are some recommended key texts. Additional references are provided in a course handbook at the start of the course, and on lecture handouts.

H K Anheier, *Nonprofit Organisations: Theory, Management, Policy*, Routledge (2004); N Deakin, *In Search of Civil Society*, Palgrave (2001); J Kendall, *The Voluntary Sector*, Routledge (2003); M Harris & C Rochester (Eds), *Voluntary Organisations and Social Policy in Britain: Perspectives on Change and Choice*, Palgrave (2001).

**Assessment:** An assessed essay of 2,000 words to be handed in during the first week of the LT (25%). A two-hour written examination in the ST (75%).

#### SA4E8 Half Unit

##### Health Systems: Politics and Regulation

**This information is for the 2005/06 session.**

**Teachers responsible:** Professors Elias Mossialos, J413, Dr Konstantina Davaki, Ms Anna Dixon and Dr Govin Permanand.

**Availability:** MSc International Health Policy.

**Core syllabus:** The aim is to offer an introduction to the politics and regulation of health policy-making and to basic political strategies for influencing health policy outcomes. The course is designed to help students to meet the following objectives: Explore and identify critical features of health policy issues and place them in the broader political, social, economic and historical context; Identify and classify the major and minor forces and institutions that shape health care policy; Review the fundamental strategies, institutions and explanations of regulation; Outline the means of identifying 'good' regulation; Acquire knowledge of the key components of the political process and ways in which public policy decision-making can be influenced; To analyse the politics of major health policy developments, to develop political strategies for influencing health policy, to develop skills in political strategy and case analysis; Understand the dynamics and differences of health policy development and implementation at different levels of government; Know the key players in health policy: interest groups, lobbyists, elected officials, press, legislative staff, public agencies.

**Content:** The course will cover the following topics: Models of health policy analysis, understand the structure of the political process in the health policy-making process, review the fundamental strategies, institutions and explanations of regulation; Outline the means of identifying 'good' regulation, lobbying and interest groups, implementation of policies and public laws, barriers to successful implementation, assessing the impact of policies, the tobacco industry, regulating safety and health at the workplace and case studies on health system politics in the US and the EU countries.

**Teaching:** 10 one-hour lectures and five two-hour seminars.

**Written work:** Students are required to write a 2,000 word unassessed essay.

**Reading list:** The following are background readings for the course: Kingdon, John W. 1995. *Agendas, Alternatives and Public Policies*. NY: Harper Collins Publishers; Baldwin R., Cave M. *Understanding Regulation*. Oxford: Oxford University Press, 2004; Steinmo, Sven, Watts, Jon, "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America", *Journal of Health, Politics, Policy and Law*, Vol. 20, No. 2, Summer 1995, pp. 329-372; Evans, Robert G., "Going for the Gold: The Redistributive Agenda behind Market-based Health Care Reform", *Journal of Health, Politics, Policy and Law*, Vol. 22, No. 2, April, 1997, pp. 427-465; Rice, Thomas, "Can Markets Give Us the Health System We Want?" *Journal of Health, Politics, Policy and Law*, Vol. 22, No. 2, April, 1997, pp. 383-426; Walt, Gill, *Health Policy: An Introduction to Process and Power*, Zed Books, 1994; Moran, M., & Wood, B. (1993). *States, Regulation and the Medical Profession*. Buckingham: Open

University Press; Paul Starr, *Social Transformation of American Medicine*, New York: Basic Books, 1984; Wilsford, David. "Path Dependency, or Why History Makes It Difficult but Not Impossible to Reform Health Care Systems in A Big Way." *Journal of Public Policy*, 14, no. 3 (1994): 251-284.

**Assessment:** An assessed essay of 2,500 words (25%) and a two-hour written examination (75%).

#### SA4H

##### London School of Hygiene - Units

**This information is for the 2005/06 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 2005/06 session.**

**Teachers responsible:** Dr Ursula Henz, S218 and Dr Patrick McGovern, S276

**Availability:** Compulsory course for MSc Sociology and MSc Sociology (Research). Optional for MSc Political Sociology. Part-time students taking the MSc over two years may take the course in either the first or second year.

**Core syllabus:** The course covers both quantitative and qualitative research methods. Special topics include: 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, ethnography and 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 R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn); 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%). The MT coursework is due on the first day of LT with the second due on the first Friday of ST. Both are to be handed in to the Sociology Administration office, S219a, before 4.30pm on each due date.

#### SO407

##### Contemporary Political Sociology: Theories and Research Strategies

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Robin Archer, S283

**Availability:** Compulsory for MSc Political Sociology, optional for MSc Sociology, MSc Social Research Methods 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 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 seminar. There will also be a termly essay in MT and LT.

**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 3,000 words, three copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Thursday of ST and representing 30% of the total mark. There is also a three-hour formal examination in ST based on the full syllabus, representing 70% of the total mark. Candidates will be required to answer three questions out of twelve.

#### SO408 Not available in 2005/06

##### Sociology of Religion

**This information is for the 2005/06 session.**

**Teacher responsible:** To be announced

**Availability:** MSc Social Research Methods and MSc Sociology. 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 (70% of the marks) and a 4,000 maximum word essay (30%), three copies 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 2005/06 session.**

**Teacher responsible:** Professor Dick Hobbs, S277

**Availability:** Compulsory for MSc Criminology, optional for MSc



Sociology, MSc Social Policy and Planning, MSc Social Research Methods, MSc Criminal Justice Policy, MSc European Social Policy and the LLM. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification. This course is capped.

**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 the mass media and victims. Students are encouraged 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* (2003); 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*, 3rd edn (2002).

A more detailed reading list will be provided at the first seminar.  
**Assessment:** Three copies each of 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 2005/06 session.

**Teacher responsible:** Dr E A Weinberg, S266

**Availability:** Primarily for MSc Sociology, MSc Russian and Post-Soviet Studies, MSc Russian and Post-Soviet Studies (Research) 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 and religion.

**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 in the ST in which three questions out of twelve must be answered.

#### SO418

##### Genes and Society

This information is for the 2005/06 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. 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. Sex determination, sex roles, cognitive differences between the sexes, and the division of labour. 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, gene therapy, 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 Lindee, *The DNA Mystique: The Gene as a Cultural Icon*; S Jones, *The Language of the Genes: Biology, History and the Evolutionary Future*, 1993; *In the Blood*, 1996; S Jones & B Van Loon, *DNA for Beginners*, 1993; R Pollack, *Signs of Life: The Language and Meanings of DNA*, 1994; S Tomkins, *Heredity and Human Diversity*, 1989; R Trivers, *Social Evolution*, 1985; *Intragenomic Conflict*; C Tudge, *The Engineer in the Garden*; T Wilkie, *Perilous Knowledge: The Human Genome Project and Its Implications*, 1993; L Wolpert, *The Triumph of the Embryo*; D Young, *The Discovery of Evolution*.

**Assessment:** A three-hour unseen examination at the end of ST.

#### SO420 Half Unit

##### Approaches to Globalisation

This information is for the 2005/06 session.

**Teacher responsible:** Dr Fran Tonkiss, S212

**Availability:** Available on MSc Sociology 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 2,000 word (formally assessed) written assignment is required.

**Reading list:** Recommended general texts: D Heald & A McGrew (Eds), *The Global Transformations Reader*; F Lechner & J Bolz (Eds), *The Globalization Reader*; L Sklair, *Globalization: Capitalism and its Alternatives*. 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 six (70%). A written assignment of 2,000 words (30%), three copies 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 2005/06 session.

**Teachers responsible:** Dr C Moon, S267 and Dr M Salomon, Z223. With Professor C Chinkin, A154 and Professor C Gearty, Z127.

**Availability:** Compulsory core course for MSc Human Rights students. Also available to MSc Sociology; MSc Criminal Justice Policy; LLM; MSc Political Sociology; MPA Public and Economic Policy students and as an outside option for other MSc degrees, where regulations and numbers permit.

**Core syllabus:** This is a multi-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, Standards 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* (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 (Ed), *The United Nations and Human Rights: A Critical Appraisal*, Oxford University Press, 2003; Philip Alston & James Crawford, *The Future of UN Human Rights Treaty Monitoring*, Cambridge University Press, 2000; Jan Berting et al (Eds), *Human Rights in a Pluralist World: Individuals and Collectivities*, Greenwood Press, 1990; Philip Alston (Ed), *People's Rights*, Oxford University Press, 2001; Antonio Cassese, *Human Rights in a Changing World*, Polity, 1994; Louis Henkin, *The Age of Rights*, Columbia University Press, 1990; R E Howard, *Human Rights and the Search for Community*, Westview Press, 1995; Patrick Thornberry, *Indigenous Peoples and Human Rights*, Manchester University Press, 2002; Tony Evans, *The Politics of Human Rights: A Global Perspective*, Pluto Press, 2001; Francesca Klug, *Values for a Godless Age: The Story of the UK's New Bill of Rights*, Penguin, 2000; V Orlu Nmechie, *The African Human Rights System: Its Laws, Practice, and its Institutions*, Martinus Nijhoff Publishers, 2001; Neil I Kritz (Ed), *Transitional Justice: How Emerging Democracies Deal with Former Regimes*, United States Institute of Peace, 1997; Abdullahi Na'aim & Francis Deng (Eds), *Human Rights in Cross-cultural Perspective: a Quest for Consensus*, University of Philadelphia Press, 1992; Elazar Barkman, *The Guilt of Nations: Retitution and Historical Injustices*, Norton, 2000; Patricia Hayner, *Unspeakable Truths: Confronting State, Terror and Atrocity*, Routledge, 2001; Frank Chalk & Kurt Jonassohn, *The History and Sociology of Genocide*, Yale University Press, 1990; Helen Fein, *Genocide: a Sociological Perspective*, *Current Sociology*, Spring 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; Edward Peters, *Torture*, Blackwell, 1995; Aryeh Neier, *War Crimes: Brutality, Genocide, Terror and The Struggle for Justice*, Time Books, 1998; Geoffrey Robertson, *Crimes Against Humanity: the Struggle for Global Justice*, Penguin, 1999; Rosalyn Higgins, *Problems and Process: International Law and How We Use It*, Clarendon Press, 1998; Chris Brown, *Sovereignty, Rights and Justice*, Polity Press, 2002; Stuart Rees & Shelley Wright, *Human Rights and Corporate Responsibility*, Pluto Press, 2000; Peter Townsend & David Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; Thomas Pogge, *World Poverty and Human Rights*, Polity Press, 2003.

**Assessment:** 1. Assessed essay (30%), to be handed in to the Centre for the Study of Human Rights, Z124, before 4pm on the first Wednesday of ST.

2. Written examination paper (70%).

#### SO425 Not available in 2005/06

##### Regulation, Risk and Economic Life

This information is for the 2005/06 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 Regulation, MSc Regulation (Research), MSc Culture and Society, MSc Management and Regulation of Risk, MPA Public and Economic Policy, PhD Accounting 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 Ogus, *Regulation*, 1994; N Fligstein, *The Transformation of Corporate Control*, 1990; R Swedberg (Ed), *Economic Sociology*, 1996; N Smesler & R Swedberg (Eds), *The Handbook of Economic Sociology*, 1994.

**Assessment:** One three-hour examination (70%) and an assessed essay (30%), three copies 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 2005/06 session.

**Teacher responsible:** Dr Fran Tonkiss, S212

**Availability:** For MSc Culture and Society and MSc Sociology 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*; 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 out of six questions.

#### SO427 Half Unit

##### Sociological Theory Part II

This information is for the 2005/06 session.

**Teacher responsible:** Professor Paul Gilroy, S200

**Availability:** MSc Sociology

**Core syllabus:** Contemporary social theory.

**Content:** This course will address elements of contemporary social theory to the novel climate represented by the "war on terror". We will interpret aspects of post-colonial, post-industrial and post-modern social life with the help of a range of sociological analysis-not all of which will be provided by sociologists. The sociological writing of Elias, Foucault, Bauman, Bourdieu and others will be placed in provocative dialogue with a number of other theoretical voices.

**Teaching:** 10 two-hour seminars weekly during LT.

**Reading list:** Freud, *Civilisation and Its Discontents* and various other essays; Edward Bernays, *Propaganda*; Ian Hacking, *Historical Ontology* (selections), Judith Butler, *Precarious Life* and other essays; Anthony Appiah, *The Ethics Of Identity*; Slavoj Zizek, *Iraq The Borrowed Kettle*; Mahmood Mamdani, *Good Muslim, Bad Muslim*; Susan Buck Morss, *Thinking Past Terror*; Zygmunt Bauman, *Wasted Lives*; Giorgio Agamben, *State Of Exception*.

**Assessment:** The course examination will be in two parts. The first part will be one essay of 1,500-2,000 words (70%), three copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Tuesday of ST. The second part will be a two-hour unseen examination in ST (30%) in which candidates will be required to answer two questions selected from a choice of six.

#### SO430 Half Unit

##### Economic Sociology

This information is for the 2005/06 session.

**Teachers responsible:** Dr Fran Tonkiss, S212

**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; economic rationality, social capital; changing forms of production and work; post-Fordism and the 'cultural economy'; class, inequality and economic divisions.

**Teaching:** 10 two-hour seminars on a weekly basis during the LT.

**Written work:** A 1,500-2,000 word essay (formally assessed) is required.  
**Reading list:** Recommended general texts: M Granovetter & R Swedberg



(Eds), *The Sociology of Economic Life*; D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory*; N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*. A detailed reading list will be provided at the beginning of the course.

**Assessment:** A two-hour unseen examination (70%) and an essay of 1,500-2,000 words (30%). The essay should be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Wednesday of ST.

#### SO433 Half Unit Cultural Theory

This information is for the 2005/06 session.

**Teachers responsible:** Dr Nick Couldry, S216 and Dr Don Slater, S218a  
**Availability:** Available on MSc Sociology, MSc Media and Communications and MSc Media and Communications (Research). 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:** A formal two-hour examination (70%) and a written assignment of 2,500-3,000 words (30%), three copies 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 2005/06 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 Wajzman, *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:** A formal three-hour examination in ST (70%) and a written assignment of not more than 2,500-3,000 words (30%), three copies to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST.

#### SO436 Half Unit

##### Sociology of Consumption

This information is for the 2005/06 session.

**Teacher responsible:** Dr Inge Daniels, S264

**Availability:** Optional course for MSc Sociology and MSc Culture and Society. Also available to other graduate students where regulations permit.

**Core syllabus:** The course explores a variety of key theoretical debates that have contributed to producing the sociology of consumption, and attempts to situate consumption within modern social thought. We will draw on a number of ethnographic case studies to investigate fundamental social categories that have been closely interrelated with consumption such as choice, identity, taste and authenticity.

**Content:** Traditions of theorizing consumption and consumer society; modernity, commodification and subject-object relations; the relationship between production and consumption; taste identity and subjectivity; globalisation, localization 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); M de Certeau, *The Practice of Everyday Life* (1984); Falk & Campbell, *The Shopping Experience* (1997); M Featherstone, *Consumer Culture and Postmodernism* (1991); B Fine & E Leopold, *The World of Consumption* (1993); 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); G McCracken, *Culture and Consumption* (1988); D Miller, *Material Culture and Mass Consumption* (1987); D Miller (Ed), *Acknowledging Consumption: A Review of New Studies* (1995); D R Slater, *Consumer Culture and Modernity* (1997); V Zelizer, *The social meaning of money* (1997).

**Assessment:** A formal two-hour examination in the ST (70%) and a written assignment of not more than 1,500-2,000 words (30%), three copies 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 2005/06 session.

**Teacher responsible:** Dr Patrick McGovern, S276.

**Availability:** For MSc International Employment Relations and Human Resource Management, MSc Social Research Methods and MSc Sociology. 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 1,500-2,000 word essay (formally assessed) is required.

**Reading list:** There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (3rd 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 (70%) and an essay of 1,500-2,000 words (30%). 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 2005/06 session.

**Teacher responsible:** Dr Patrick McGovern, S276

**Availability:** For MSc International Employment Relations and Human Resource Management, MSc Social Research Methods and MSc Sociology. 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 1,500-2,000 word essay (formally assessed) is required.

**Reading list:** There is no recommended textbook. A comprehensive bibliography will be available to students taking this course.

**Assessment:** A two-hour unseen examination (70%) and an essay of 1,500-2,000 words (30%). The essay should be submitted to the Sociology Administration Office, S219a, no later than the first Friday of ST.

#### SO442 Half Unit

##### Cities, Immigration, States

This information is for the 2005/06 session.

**Teacher responsible:** Professor S Sassen (Centennial Professor), S220

**Availability:** Course primarily for those registered on MSc Cities, Space and Society, MSc City Design and Social Science, MSc Human Geography (Research), MSc Urbanisation and Development, MSc Local Economic Development and MSc Global Media and Communications. Other graduate students registered in programmes such as those in anthropology, sociology, social policy and international relations are also welcome.

**Content:** Transnational processes such as economic globalization and cross-border migrations confront the social sciences with a series of theoretical and methodological challenges. This course examines these challenges through a focus on both macro level cross-border flows and micro processes which might take place at a global or at a sub-national level. Thus we go beyond the types of international economic analyses that characterize much globalization research and we ask what it means to study globalization at multiple scales of analysis, down to the most detailed approaches requiring fieldwork. To this end, the course will examine how different processes of globalization a) are actually constituted at different scales and in a range of institutional settings; b) transform key aspects of major institutions, such as sovereignty and citizenship, and major processes, such as urbanization, immigration, digitization; and c) are in turn shaped by these institutions and processes. Particular attention will go to analyzing the challenges for theorization and empirical specification.

**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:** Each class section will list required readings and suggested readings. Because these are all fields in formation, I will also hand out lengthy lists of additional suggested readings to interested students. Depending on a student's interests, I will recommend particular items from these suggested readings. Students should check with me.

The following books (all paperbacks) will be read more or less in their entirety. Y Ferguson & B Jones (Eds), *Political Space: Frontiers of Change and Governance in a Globalizing World* (SUNY 2004); Saskia Sassen, *The*

*Global City* (2nd edn), Princeton University Press 2001; S Castles & M J Miller, *The Age of Migration* (3rd edn), Macmillan, 2003. Various articles will be put on the website for the class covering the three main foci: states, cities, immigration.

**Assessment:** Two 2,500 word essays, the first submitted in Week 5 of LT, and the second submitted in the first week of ST, each to contribute 50% towards the final assessment. **TWO COPIES** of the each essay should be handed in to the Sociology Department Office, S219a, no later than the first Friday of ST, based on the materials (readings, lectures) covered in class, with considerable leeway in the choice of the actual problem/subject as long as it makes use of the required class readings/lectures.

#### SO443 Half Unit

##### Spatial Approaches to Urban Sociology

This information is for the 2005/06 session.

**Teacher responsible:** Professor E Soja, Y310

**Availability:** For MSc City Design and Social Science, MSc Urbanisation and Development, MSc Cities, Space and Society and MSc Human Geography (Research). 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*; Syngedou & 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 2005/06 session.

**Teacher responsible:** Dr Don Slater, S218a

**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 1,500-2,000 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 (70%), and the



written assignment listed above of 1,500-2,000 words (30%), three copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of ST.

#### SO445 Half Unit

##### Sociology of ICTs (Information and Communication Technologies)

This information is for the 2005/06 session.

**Teacher responsible:** Dr Don Slater, S218a

**Availability:** Optional course for MSc Sociology, MSc Culture and Society, MSc Analysis, Design and Management of Information Systems. Also available to other graduate students where regulations permit.

**Core syllabus:** This course examines the construction and assimilation of information and communication technologies in diverse social contexts, and addresses the full range of ICTs that make up the communicative ecologies of specific locales (roads, radios and cassettes as well as internet and mobile phones). Discussions will draw on sociology of consumption and material culture studies, science and technology studies and ethnographic approaches to socio-cultural processes; and will emphasise cross-cultural comparison as well as development issues.

**Content:** Theoretical approaches to technology, communication and consumption; comparative ethnographies of communication and technology; globalization and ICTs; development, poverty and ICTs; information society and new economy.

**Teaching:** Weekly lecture/seminar in LT.

**Written work:** All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

**Reading list:** K Askew & R Wilk (Eds), *The Anthropology of the Media: A Reader* (2002); M Castells, *The Rise of Network Society* (1996); L Lievrouw & S Livingstone (Eds), *The Handbook of New Media* (2002); R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity* (2000); D Miller & D Slater, *The Internet: An Ethnographic Approach* (2000); R Silverstone & E Hirsch (Eds), *Consuming Technologies: Media and Information in Domestic Spaces* (1992); D Slater & J Tacchi, *Research: ICT Innovations for Poverty Reduction* (2004); J Wajzman, *TechnoFeminism* (2004); F Webster, *Theories of the Information Society* (2003); S Woolgar, *Virtual society? : technology, cyberbole, reality* (2002).

**Assessment:** A formal two-hour unseen examination in the Summer term (70%). A written assignment of 1,500-2,000 words (30%), three copies to be handed in to the Sociology Administration Office, before 4.30pm on the first Friday of ST.

#### SO446

##### Psychoanalysis and Contemporary Society

This information is for the 2005/06 session.

**Teachers responsible:** Professor Susie Orbach and Professor Renata Salecl

**Availability:** For MSc Sociology and MSc Culture and Society; also available, subject to capacity, as an outside option within other Masters degrees where regulations permit.

**Core syllabus:** This course provides a theoretically oriented and empirically informed analysis of the way psychoanalysis understands the changes in subjectivity in contemporary society. The course will introduce technical psychoanalytic terms such as projection, dissociation, transference, and countertransference and show their value in understanding social practices of exclusion in its many manifestations such as nationalism, ethnicity, religious, sexual and economic life.

**Content:** Freudian and Lacanian psychoanalysis; Relational psychoanalysis; transference and identification; new form of hatreds; perception of the self in late capitalism; self-mutilation.

**Teaching:** Ten two-hour seminars on a weekly basis during MT.

**Written work:** A 1,500-2,000 word essay (formally assessed) is required. Students also write a 1,500 word unassessed essay.

**Reading list:** There is no recommended textbook. The following are some of the books that will be used in the course. Stephen J Costello, *The Pale Criminal*, Karnac Books, 2002; Bruce Fink, *A Clinical Introduction to Lacanian Psychoanalysis*, Chapter 9 Perversion, Harvard University Press, 1997; Sue Gerhardt, *Why Love Matters. How affection shapes a baby's brain*. Brunner-Routledge, 2004; Jacques Lacan, *The Ethics of Psychoanalysis*, WW Norton, 1992; Jacques Lacan, *The Four Fundamental Concepts of Psycho-Analysis*, WW Norton, 1987; Darian Leader, *Why Do Women Write More Letters than they post*, Faber, 1996; Susie Orbach, *The Impossibility of Sex*, p151-209, Penguin, 1999; Renata Salecl, *(Per)versions of Love and Hate*, Verso, 1998; Renata Salecl, *On Anxiety*, Routledge, 2004; D W Winnicott, *The Maturational Processes and the Facilitating Environment*, Hogarth Press 1965.

A more comprehensive bibliography will be available to students taking this course.

**Assessment:** a) a three-hour unseen examination (70% of the total mark)

from which three questions are to be answered; b) an assessed essay of 1,500-2,000 words (30%) to be handed in to the Sociology Administration Office, Room S219a, before 4.30pm on the first Wednesday of ST.

#### SO450 Half Unit

##### Foundations of Urban Studies

This information is for the 2005/06 session.

**Teacher responsible:** Professor David Frisby, S285

Urban Studies tutor: 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 introduces key issues relating architectural and urban design to the sociology, politics and economics of cities. Although the emphasis is not on a literature review of urban studies, some of the major approaches to the study of cities will be presented. The course will focus upon how sociological analysis, broadly conceived, can contribute to the study of urban spaces, processes and formation. In so doing, it will explore major problems and difficulties that arise when we seek to connect physical design to social realities.

**Content:** The course explores the relationship between the city and urban experience. The nature of the city is initially examined through modes of experiencing the city's architecture and spaces. The notion of the city as text and imaginary raises issues of mapping and legibility in everyday life and in planning and design, as well as a presumed primacy of vision over tactile experience of the city and its built environment. The production of that environment generates issues of urban capital, boundaries between public and private spheres and boundaries of difference and flows. The city as system of circulation will be explored both in relation to the nature of the street and the circulation of individuals, commodities and images, and the transformation effected by information flows and the global city that may have changed the nature of work and its spaces. The regulation of movement requires a broader examination of regulatory practices that condition the parameters of political space in the city.

**Teaching:** Teaching consists of ten one-hour lectures and ten two-hour seminars in LT. Topics covered in the lectures will be used as the basis for student presentations in the seminar sessions.

**Reading list:** M Weber (tr D Martindale & G Neuwirth), *The City*, London, 1966; D Frisby & M Featherstone (Eds), *Simmel on Culture*, London, 1997; W Benjamin, *The Arcades Project*, Cambridge MA, 1999; L Mumford, *The City in History*, London, 1961; H Lefebvre, *The Production of Space*, Oxford, 1991; H Lefebvre, *Writings on Cities*, Oxford, 1966; D Harvey, *Spaces of Capital*, Edinburgh, 2001; I Susser (Ed), *The Castells Reader on Cities and Social Theory*, Oxford, 2002; S Sassen, *The Global City*, Princeton, 2001; R Koolhaas, *S, M, L, XL*, New York, 1995; G E Frug, *City Making*, Princeton, 1999; N Leach (Ed), *Rethinking Architectural Theory*, London, 1997; R Sennett, *The Fall of Public Man*, Cambridge, 1977; R Sennett, *Flesh and Stone*, London, 1994; D Frisby, *Cityscapes of Modernity*, Oxford, 2001; S Kostof, *The City Shaped*, London, 1991; J Rykwert, *The Idea of a Town*, London, 1976; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass, 1992. Readings may shift somewhat from year to year.

**Assessment:** Assessment is by one 5,000 word essay to be submitted at the beginning of the ST.

#### SO451 Half Unit

##### Cities by Design

This information is for the 2005/06 session.

**Teacher responsible:** Professor Robert Tavernor, Y308

**Availability:** Compulsory for MSc City Design and Social Science and optional for MSc Sociology. Other graduate students may attend only with the permission of the teacher responsible.

**Core syllabus:** The course examines key issues in contemporary urban design and architecture, by studying the evolving form of the western city since classical antiquity and the Renaissance; through the industrialised and post-industrialised cities, to the contrasting approaches of New urbanism and tall building this century. In particular, it provides a critical understanding of the impact of theory and practice - in specific political and social contexts - on the shape, structure and design of cities.

**Content:** The course outlines the idea of the classical western city and its reinterpretation in Renaissance Italy and England, and its translation to America. This is contrasted with the reactive technical urban 'surgery' of Haussmann in Paris, of Nash and Bazalgette in London, in response to the industrialised city. This introductory overview concludes with Sitte's principles for a humanised townscape. Detailed studies on Bath, Edinburgh and London provide separate historical narratives on the relation of urban theory to practice. It concludes with current planning policy and legislation in contemporary London. The objective is to understand the principal influences that shape the urban environment

through influential theory and practice. Seminars will centre on key urban case studies through history to the present.

**Teaching:** Teaching consists of ten one-hour lectures and ten one-hour seminars in MT. Topics covered in the lectures will be used as the basis for student presentations in the seminar sessions.

**Reading list:** *Vitruvius: The Ten Books on Architecture*, New York, 1960; Joseph Rykwert, *The Idea of a Town*, Cambridge, 1988; Richard Sennett, *Flesh and Stone*, London, 2003; Robert Tavernor, *Palladio and Palladianism*, London, 1991; Patrick Geddes, *Cities in Evolution*, London, 1915; Le Corbusier, *The City of Tomorrow and its planning*, London, 1929; A Rossi, *The Architecture of the City*, Cambridge, 1983; Peter Hall, *Cities of Tomorrow*, Oxford, 1996; G Cullen, *The Concise Townscape*, Oxford, 1971; K Lynch, *The Image of the City*, Cambridge, 1960; B Hillier, *Space is the Machine*, Cambridge, 1996; R Rogers et al, *Towards an Urban Renaissance - the report of the Urban Task Force*, London, 1999.

**Assessment:** This is by one essay of 1,500-2,000 words (30%) to be submitted at the beginning of the ST and by a two-hour examination in June 2006 (70%).

#### SO452 Half Unit

##### Urban Environment

This information is for the 2005/06 session.

**Teacher responsible:** Professor Robert Tavernor

Course tutor: Dr Mike Wells

Urban environment tutor: Various

**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 conditions that shape and regulate the urban environment and the socio-economic performance of cities, including sustainability, strategic design and implementation.

**Content:** The course will provide an evaluation through recent case studies of developments that focus on achieving sustainable communities. Specific lectures will consider the global environmental challenge, the principles and key drivers of intelligent (sustainable) development; city performance and urban metabolism; intelligent transport systems; energy generation, conservation and use; rethinking waste; intelligent construction options; green infrastructure; and Environmental and Social Impact Assessment for urban design and monitoring.

**Teaching:** Teaching consists of ten one-hour lectures and ten one-hour seminars in LT. Topics covered in the lectures will be used as the basis for student presentations in the seminar sessions.

**Reading list:** Key texts include: H Giradet, *Creating Sustainable Cities*, 1999; William McDonough and Partners, *The Hanover Principles*, 2000; U.N., *The Millennium Ecosystem Assessment Synthesis Report*; R Rogers, *Cities for a Small Planet*, 1998; R Rogers & A Power, *Cities for a Small Country*, 1998; C Greed, *Introducing Planning*, 2000; S Bell & D McGillivray, *Environmental Law*, 2005; P Morris & R Therivel, *Methods of Environmental Impact Assessment*, 2001; D Pearce, A Markandya & E B Barbier, *Blueprint for a Green Economy*, 1989; *Sustainable Urban Drainage Systems Best Practice Manual and Design Manual* CIRIA C522 and C523. **Assessment:** An illustrated course essay of not more than 3,000 words (30%) on an approved topic to be submitted at the beginning of the ST. A two-hour written examination in the ST (70%).

#### SO453 Half Unit

##### Gender and Post-Colonial Theory

This information is for the 2005/06 session.

**Teacher responsible:** Dr Suki Ali, S206

**Availability:** MSc Sociology, MSc Culture and Society, MSc Health, Community and Development, MSc Human Rights, MSc Gender, MSc Gender, Development and Globalisation and MSc Political Sociology.

**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:** One 5,000-word assessed essay to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of ST.

#### SO454 Half Unit Not available in 2005/06

##### The Family and the Life Course

This information is for the 2005/06 session.

**Teacher responsible:** Dr Ursula Herz, 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 1,500-2,000-word essay (30%).

#### SO455

##### Key Issues in Biomedicine, Bioscience and Society

This information is for the 2005/06 session.

**Teachers responsible:** Professor Sarah Franklin, S210 with Professor Nikolas Rose, S217

**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 three-hour lectures/seminars held in the MT, LT and ST.

**Written work:** One 2,500-3,000 word essay (formally assessed) submitted on the first Wednesday of the 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 University Press (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 Brownword, W R Cornish & M Llevelyn (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).

**Assessment:** A formal three-hour examination in the ST (70%) and a written assignment of 2,500-3,000 words (30%), three copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Wednesday of ST.

#### SO456 Half Unit

##### 'Race', Ethnicity and Difference: Theoretical Perspectives This information is for the 2005/06 session.

**Teacher responsible:** Dr Claire Alexander, S284

**Availability:** Optional course for MSc Sociology, MSc Culture and Society, MSc Gender, MSc Human Rights, MSc Gender and Social Policy, MSc Gender, Development and Globalisation and MSc Political Sociology. 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, identity and difference; race in a historical perspective; race and class; race, ethnicity and gender; racial states, multiculturalism; race and the body; mixed race; postcolonial theory; whiteness.

**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 Ghail, *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), *Un/Settled 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 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 assessed essay, three copies 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 2005/06 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 of transitional justice and draws upon a range of African and Latin American examples. **Content:** Defining reconciliation; legal narratives of reconciliation (retributive and restorative); transitional justice; truth commissions; 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* (Penguin Books, 1977); Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (Capricorn Books, 1961); Neil Kritz, *Transitional Justice: How Emerging Democracies Reckon with Former Regimes* (US Institute of Peace, 1995); Judith Shklar, *Legalism: Law, Morals, and Political Trials* (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 1,500-2,000 word essay (70%) 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 (30%) in which candidates answer two questions out of six.

#### SO458 Half Unit

##### Gender and Societies

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Suki Ali, S206

**Availability:** MSc Sociology, MSc Social Research Methods, MSc Gender and Social Policy, MSc Political Sociology 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:** One 5,000 word assessed essay, three copies to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of LT.

#### SO459 Half Unit Not available in 2005/06

##### Gender, Identity and Difference

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Suki Ali, S206

**Availability:** MSc Sociology, MSc Social Research Methods, MSc Gender and Social Policy, MSc Political Sociology 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:** One 5,000 word assessed essay, three copies to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of ST.

#### SO460 Half Unit

##### Comparative Immigration

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Patrick McGovern, S276

**Availability:** For MSc Sociology. Also available, subject to space, as an outside option within other Masters degrees where regulations permit. This course is capped.

**Pre requisites:** Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable.

**Core syllabus:** Provides a theoretically oriented and empirically informed analysis of contemporary immigration in the UK and the USA. The course covers traditional topics, such as theories of migration, labour market incorporation and social assimilation as well as new developments, such as transnationalism and the second generation.

**Content:** International migration: types and trends; theories of international migration; the perpetuation of migration; the state and immigration control; labour market incorporation; skilled labour, domestic labour and migration; social assimilation; Asian, Irish and West Indian immigrants in the UK and the USA; the second generation; transnationalism.

**Teaching:** Ten two-hour seminars on a weekly basis during the LT. There is also a revision seminar in the ST.

**Written work:** One 2,500 word essay (formally assessed) is required.

**Reading list:** There is no recommended textbook. The following are useful general introductions: P Boyle et al, *Exploring Contemporary Migration* (1998); S Castles & M Miller, *The Age of Migration* (2nd edn), (2003); C Brettell & J Hollifield, *Migration Theory* (2000) and A Portes & R Rumbaut, *Immigrant America* (1996). A more comprehensive bibliography will be available to students taking this course.

**Assessment:** One two-hour unseen examination (70%) and one essay of 1,500-2,000 words (30%). The essay should be submitted to the Sociology Admission office, Room S219a, no later than 4.30pm on the first Wednesday of ST.

#### SO499

##### Dissertation

**This information is for the 2005/06 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 and MSc Biomedicine, Bioscience and Society. **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.

**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 24 February 2006. 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 Director. 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.

**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.

**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, must be word-processed and be fully referenced using a recognised citation system.

#### SO4M3

##### Criminological Research Methods 1

**This information is for the 2005/06 session.**

**Teachers responsible:** Dr Janet Foster, S268

**Availability:** Compulsory for MSc Criminology. This course is also open to

students taking other MSc programmes.

**Core syllabus:** This course offers students the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. There are three elements of this course: 1) Students must attend and be examined in either MI451 **Quantitative Analysis in Social Research 1: Description and Inference** (for those with little, or no statistical training), or MI452 **Quantitative Analysis 2: The Generalised Linear Model** (for those with more sophisticated statistical skills) or MI470 **Introduction to Quantitative Analysis: pre-session course**; 2) Quantitative Criminological Research; 3) Qualitative Criminological Research. **Content:** The MI470, MI451 and MI452 courses run by the Methodology Institute form the foundation for the quantitative element of the course. MI451: **Quantitative Analysis 1: Description and Inference** covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students use SPSS (a statistics package) to explore and manipulate data. **If you register for SO4M3 you will automatically be included on MI451.**

MI452 **Quantitative Analysis 2: The Generalized Linear Model** is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for course SO4M4 you will automatically be included on MI452.** Both MI451 and MI452 take place in MT and exercises and project work must be completed for these courses.

Ten one and-a-half hour seminars on Quantitative Criminology are also held in MT. We examine how the generic skills developed in MI451 or MI452 are utilised in quantitative Criminological research (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation). Students also have the opportunity to work with criminological databases to apply the skills gained in MI451/2 in practice.

In LT we have a further ten one and-a-half hour seminars where we examine elements of qualitative research methods which are particularly useful for criminological enquiry including participant observation, interviewing, analysing and interpreting qualitative data, and integrating theory and practice in qualitative research. As in the MT seminars there is an attempt to integrate the philosophy and principles of qualitative research with case studies and fieldwork experience.

**Teaching:** MT: MI452 or MI451 and ten one and-a-half hour Quantitative Research Seminars.

LT: Qualitative Research Seminars, one and-a-half hours.

**Reading list:** Bryman, A (2004) *Social Research Methods* Oxford: Oxford University Press; Noaks L & Wincup E (2004) *Criminological Research: Understanding Qualitative Methods* London: Sage; Creswell, J (2002) *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (Thousand Oaks, CA: Sage); Creswell, J (1998) *Qualitative Inquiry and Research Design: Choosing among the Five Traditions*; Jupp V, Davies P and Francis P (eds.) (2000) *Doing Criminological Research* London: Sage; King, R.D. & Wincup, E. (eds.) (2000) *A Handbook of Criminological and Criminal Justice Research* (Oxford: Oxford University Press); Bryman A & Cramer D (2001) *Quantitative Data Analysis with SPSS* London: Routledge. **Assessment:** A two-hour open book examination based on MI451/MI452 or MI470 (30%), a 3,000 word quantitative exercise (35%) and a 3,000 word qualitative assessment (35%).

The quantitative assessment must be handed into the Sociology Administration Office, S219a, before 4.30pm on the Wednesday of week two of LT. The qualitative assessment must be handed into the Sociology Administration Office S219a before 4.30pm on the Wednesday of week three of ST

#### SO4M4

##### Criminological Research Methods 2

**This information is for the 2005/06 session.**

**Content:** This course is the same as SO4M3 except that students registered for SO4M4 will take MI452 **Quantitative Analysis 2: The Generalized Linear Model** which is a more sophisticated statistical course that covers a range of multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for SO4M4 you will automatically be included on MI452.**

**Assessment:** A two-hour open book examination based on MI452 (30%); a 3,000 word quantitative exercise (35%) and a 3,000 word qualitative exercise (35%). The quantitative assessment must be handed into the Sociology Administration Office, S219a, before 4.30pm on the Wednesday of week two of LT. The qualitative assessment must be handed into the Sociology Administration Office S219a before 4.30pm on the Wednesday of week three of ST.



**ST402 Half Unit****Principles and Methods of Statistical Practice****This information is for the 2005/06 session.****Teacher responsible:** Dr M Knott, B607**Availability:** Compulsory for MSc Statistics and MSc Statistics (Research), optional for MSc Operational Research.**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 Not available in 2005/06****Sampling Theory and Practice****This information is for the 2005/06 session.****Teacher responsible:** Mrs J J Galbraith, B615**Availability:** Primarily for MSc Statistics and MSc Statistics (Research).**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 2005/06 session.****Teachers responsible:** Professor A Skrondal, B702 and Dr J Kuha, B808**Availability:** Primarily for MSc Statistics and MSc Statistics (Research).**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 J 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 2005/06 session.****Teacher responsible:** Dr U Cetin, B608**Availability:** Primarily for MSc Statistics, MSc Statistics (Research), 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:** Martingales, Markov Chains, Poisson Processes, 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*; T Mikosch, *Elementary Stochastic Calculus*; S I Resnick, *Adventures in Stochastic Processes*; D Williams, *Probability with Martingales*.**Assessment:** Two-hour written examination in the ST.**ST411 Half Unit****Regression, Diagnostics and Generalized Linear Modelling****This information is for the 2005/06 session.****Teacher responsible:** Professor H Wynn, B605**Availability:** Primarily for MSc Statistics, MSc Statistics (Research) 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 2005/06 session.****Teacher responsible:** Dr J Kuha, B808**Availability:** Primarily for MSc Statistics, MSc Statistics (Research), MSc Social Research Methods 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:** R H Hoyle, M J Harris & C M Judd, *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 2005/06 session.****Teacher responsible:** Professor A Skrondal, B702**Availability:** Primarily for MSc Statistics, MSc Statistics (Research) and MSc Social Research Methods.**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 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 (1999); S Rabe-Hesketh & A Skrondal, *Multilevel and Longitudinal Modeling using Stata*, Stata Press (2005).Also recommended are: A Skrondal & S Rabe-Hesketh, *Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models*, Chapman & Hall (2004); H Goldstein, *Multilevel Statistical Models*, Arnold (2003); S W Raudenbush & A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage (2002); G Verbeke & G Molenberghs, *Linear Mixed Models for Longitudinal Data*, Springer (2000); E Demidenko, *Mixed Models*, Wiley (2004).**Assessment:** Course Assessment (50%); two-hour written examination in the ST (50%).**ST418 Half Unit****Non-Linear Dynamics and the Analysis of Real Time Series****This information is for the 2005/06 session.****Teacher responsible:** Dr L Smith, B705**Availability:** Primarily for MSc Statistics, MSc Statistics (Research), 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%.**ST419 Half Unit****Computational Statistics****This information is for the 2005/06 session.****Teacher responsible:** Dr J Penzer, B610**Availability:** MSc Statistics, MSc Social Research Methods and MSc Operational Research.**Pre requisites:** Statistics to the level of ST203 **Statistics for Management Sciences.****Core syllabus:** An introduction to 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. Applied linear modelling: multiple regression, model selection, regression diagnostics, factors, analysis of variance, analysis of covariance, factorial designs. Applied time series analysis: time series objects, model identification, ARIMA modelling.**Teaching:** 20 lectures and 20 computer workshops MT.**Reading list:** Free documentation associated with R can be found at [www.r-project.org](http://cran.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 and B. D. Ripley, *Modern Applied Statistics with S*. Other texts: P. Dalgaard, *Introductory Statistics with R*; J. Maindonald and J. Braun, *Data Analysis and Graphics using R*; A. C. Davison, *Statistical Models*.**Assessment:** Two-hour examination in the ST: 50%. Coursework: 50% (made up of group project 20% and individual project 30%).**ST421 Half Unit****Developments in Statistical Methods****This information is for the 2005/06 session.****Teacher responsible:** Professor Q Yao, B609**Availability:** Primarily for MSc Statistics, MSc Statistics (Research) also available as an option to MSc Econometrics and Mathematical Economics 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 2005/06 session.****Teacher responsible:** Professor H Tong, B711**Availability:** Primarily for MSc Statistics, MSc Statistics (Research), MSc Operational Research, MSc Applicable Mathematics, 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:** Stationarity, Autocorrelation, ARIMA models, identification, estimation, diagnostic checking and linear prediction. Non-stationarity and differencing. Spectral analysis.**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.**ST423 Half Unit****Fundamentals of Decision Theory and Bayesian Statistics****This information is for the 2005/06 session.****Teacher responsible:** Dr J Howard, B602**Availability:** Primarily for MSc Decision Sciences. This course must not be taken with OR422 **Decision Analysis in Theory and Practice** nor OR423 **Topics in Decision Analysis**.**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 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** (Professor H Wynn). 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 weekly.

**Reading list:** ST331.1: R.T. Clemen and T. Reilly, *Making Hard Decisions with Decision Tools Suite*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*; J.T. Buchanan, *Discrete and Dynamic Decision Analysis*; D.V. Lindley, *Making Decisions* (2nd Edition); S. French, *Decision Theory. An Introduction to the Mathematics of Rationality*; S. R. Watson and D. M. Buede, *Decision Synthesis. The Principles and Practice of Decision Analysis*; P. Goodwin and G. Wright, *Decision Analysis for Management Judgment*.  
ST331.2: P. M. Lee, *Bayesian Statistics: An Introduction*.

**Assessment:** The course is examined by a 2,500 word essay or project assignment during the year (20%) and by a two-hour formal examination (80%) in the ST.

#### ST431

##### Risk Theory I

This information is for the 2005/06 session.

**Teacher responsible:** M Steffensen 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 (M Steffensen)

**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 2005/06 session.

**Teachers responsible:** Dr T Rheinlander, B609 and Dr P Barrieu, B603

**Availability:** Primarily for MSc Risk and Stochastics. The course consists of two modules that are taught in parallel throughout the term.

**Pre requisites:** ST409 Stochastic Processes

##### ST432.1 Derivatives:

**Core syllabus:** Valuation and hedging of derivative securities, taking in particular into account the stochastic nature of interest rates, mortality rates and volatility.

**Content:** Basic principles of actuarial and financial valuation: Arbitrage opportunities and martingale measures. Valuation of claims in complete markets. Stochastic interest rates: Basic notions. Pricing of claims under the forward measure. Models of the short rate. The Heath-Jarrow-Morton framework. Interest rate derivatives. Mortality risk: Stochastic mortality intensity and survival probabilities. Gaussian stochastic Thiele model. Valuation and static replication of guaranteed annuity options. Stochastic volatility: Survey of different models. Market completion by trading in vanilla options. Static-dynamic hedging of exotic derivatives. Incomplete markets: Overview of different approaches to valuation and hedging. Foellmer-Sondermann approach. Risk minimization and optimal martingale measures. Utility-indifference pricing. Exponential hedging and the minimal entropy martingale measure. Computations via the localizing measure. Applications to equity-linked insurance.

**Teaching:** 30 lectures in the LT.

**Reading list:** T Rheinlander, *Derivatives in Insurance and Finance*, lecture notes (2005); Selected papers from scientific journals.

##### ST432.2 Securitization:

**Core syllabus:** Reinsurance and alternative forms of risk transfer in insurance with emphasis on securitization.

**Content:** This module broadly examines the securitization process both as a funding tool and as a means of transfer of risk between economic agents, first examples being mortgage-backed securities and credit risk securitization. In particular, the potential benefits of insurance risk securitization and the alternative it offers compared to traditional reinsurance schemes are studied in detail. In view of numerous innovations in the area, the course consists of a mainly descriptive part and a theoretical part based on recent research.

**Teaching:** 30 lectures in the LT.

**Reading list:** Barrieu, P. (2005): *Securitization of insurance risk*, lecture notes; Froot, K. (2001): The Market for Catastrophe Risk: a Clinical Examination, *Journal of Financial Economics*, Vol. 60, 529-571; Selected papers from scientific journals.

**Assessment:** Three-hour written examination in the ST.

#### ST433 Half Unit

##### Risk Theory Project

This information is for the 2005/06 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: ten 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.

#### ST434 Half Unit

##### Risk Theory III

This information is for the 2005/06 session.

**Teacher responsible:** Professor Ragnar Norberg, B601

**Availability:** MSc Risk and Stochastics. Also available for students from other MSc programmes who satisfy the prerequisites.

**Pre requisites:** ST409 Stochastic Processes.

**Core syllabus:** Bayes and empirical Bayes decision theory. Stochastic control. External events. Advanced probabilistic topics. Current research developments in insurance mathematics.

**Content:** 1. Bayesian decision theory and its extensions to empirical Bayes models, latent variable models, dynamical systems, and hierarchical models. Linear and quasi-linear estimators (actuarial credibility theory). Applications to experience rating in heterogeneous insurance portfolios, claims reserving in non-life insurance, and assessment of default risk for corporate fixed-income securities. 2. Basic theory of classical stochastic

control and singular stochastic control. Applications to redistribution of dividends in life insurance, retention strategies in reinsurance, and solvency in general insurance. 3. Extreme value theory for catastrophe risk. Applications to direct insurance and reinsurance. 4. Advanced topics in stochastic analysis with applications to pricing of exotic options in insurance and finance. 5. Current research developments: This module will bring the students in touch with current research in the subject area of the programme, expose them to new ideas and acquaint them with scientific journals, thereby inspiring awareness that science is an evolutionary process, not a fixed body of eternal knowledge compiled in existing textbooks.

**Teaching:** 30 lectures in the LT.

**Reading list:** R Norberg, *Topics in Non-Life Insurance Mathematics*. Lecture notes (2004); J O Berger, *Statistical Decision Theory and Bayesian Analysis*, Springer (1985); B Hoejgaard & M Taksar, *An Introduction to Stochastic Control*. Lecture notes; B Øksendal, *Stochastic Differential Equations*, Springer-Verlag (1989); P Embrechts, C Klueppelberg, & T Mikosch, *Modelling Extremal Events*, Springer; Selected articles (1998).

**Assessment:** A two-hour written examination in the ST.

#### ST450

##### Advanced Lectures on Special Topics in Statistics

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

Seminar series. Please refer to Departmental web page for details. [www.lse.ac.uk/collections/statistics](http://www.lse.ac.uk/collections/statistics)

#### ST499

##### Dissertation

This information is for the 2005/06 session.

**Teacher responsible:** Dr Jeremy Penzer, B610

**Availability:** MSc Statistics and 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 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.

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## 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.

See *Your programme of study*

Each department has its own arrangements and requirements in the form of attendance at seminars and classes for research students. These arrangements are set out in the departmental entries at the end of this section.

*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 Rachel Maguire, Records Manager, (extension 6481 or email r.e.maguire@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, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Student Services Centre nor the Research Degrees Office at Senate House is involved.

You have 18 months from the date of your examination entry within which to submit your thesis. If you do not submit within 18 months your entry will lapse and a new entry will have to be made.

### 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 MPhil AND PhD

With effect from September 2004

Candidates for the MPhil and PhD degrees are required to comply with any additional regulations prescribed by the College 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 3.5 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

- 4.1.6 presented, this work must be accompanied by an adequate and approved form of retainable documentation. 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 in the Humanities; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
    - (f) 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 [www.lon.ac.uk/Services/Academic/PhD/Regulations/regs.asp](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 of the page shall be considered in accordance with procedures made by the College of registration and may be approved where there is a 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 did 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 below).
- 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 Study<sup>2</sup>. 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 theses offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
- (c) I authorise the College and the University of London Libraries or their designated agents to make a microform or digital copy of my thesis for the purposes of inter-library loan and the supply of copies.
- (d) I understand that before my thesis is made available for public reference, inter-library loan and copying, the following statement will have been included at the beginning of my thesis:  
The copyright of this thesis rests with the author and no quotation from it or information derived from it may be published without the prior written consent of the author.
- (e) I authorise the College and/or the University of London to make a microform or digital copy of my thesis in due course as the archival copy for permanent retention in substitution for the original copy.
- (f) I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
- (g) I understand that in the event of my thesis not being approved by the examiners, this declaration 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<sup>1</sup>. 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.



- (e) The examiners may at their discretion exempt the candidate from taking a further oral examination. If the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.
- (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. ([www.lon.ac.uk/documents/censec/Ordinance\\_015\\_regulations\\_para\\_12.pdf](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 [www.lon.ac.uk/Services/Academic/PhD/Regulations/regs.asp](http://www.lon.ac.uk/Services/Academic/PhD/Regulations/regs.asp)).

## Notes

- College also includes, for the purposes of these regulations, the British Institute in Paris, the Marine Biological Station Millport and the School of Advanced Study.
- 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.
- 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

- 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.
- 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.
- 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 on the online *Calendar*.
- The School's requirements on attendance and registration are published annually on the online *Calendar*.

### 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

- By the end of the first year (the first eighteen months in the case of part-time students) (subject to specific, published departmental practices which may, because of the nature of the subject, vary from this model) the student should have defined the area of research, become acquainted with the background knowledge required, including research skills, completed a literature review and have a framework for the future progress of the research with a timetable for the next two or three years (three or four years in the case of part-time students). The student should have produced a substantial amount of written work, even if only in draft form. 'Substantial' should be defined by the supervisor or department at the outset.
- Students should submit written work regularly to their supervisors.
- Students should take note of the guidance and feedback from their supervisors.
- Students should produce all material in typed or word-processed form.
- Students should, as a matter of courtesy, inform their supervisor of other people with whom their work is being discussed.
- Students wishing to issue questionnaires must first secure their supervisor's approval, and, if they wish to use the School's address for this purpose, the text of any communication must be approved by the supervisor before it is sent.
- Students should not base their research on confidential material which would thereby make the thesis inaccessible. Under University Regulations, theses should be available for teaching and study purposes and be based on evidence that can be checked. Exceptionally an application may be made for restriction of access for a maximum of two years.
- 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.
- If a student cannot resolve these problems with his or her supervisor an approach might then be made by the student to the department's Doctoral Programme Director, the Convener of the Department or the Director of the Institute.
- If a student cannot resolve serious problems within the Department or Institute he/she should approach the Dean of Graduate Studies who will attempt to resolve the problem.
- Students are obliged to complete and return the Dean's Questionnaire for Research Students by the stipulated deadline.
- Students are obliged to complete and forward to their supervisor the Progress Monitoring Form, which is sent to them by the Student Services Centre on an annual basis.

### Obligations and responsibilities of supervisors

- The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.
- There should be regular meetings between student and supervisor. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter. It is usually advisable to arrange the time of the next meeting at the end of each supervision session.
- Supervision sessions will naturally vary in length but on average they should last for at least one hour. It is desirable that they should be largely uninterrupted by telephone calls, personal callers or departmental business.
- 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.
- If the student has an urgent problem the supervisor should deal with the matter over the telephone or arrange a meeting at short notice.
- The supervisor should assist new students to plan their time and draw up a framework within which the research is to progress. The plan should mark out the stages which a student will be expected to have completed at various points in the research period. This framework is equally important for second and subsequent year students, but the responsibility is on students to have their own programme of topics that they would like to discuss with the supervisor. The supervisor should be aware of the requirement of some funding bodies that continuation of funding past the first year can be contingent upon a successful upgrade from MPhil to PhD and should help students with such awards to plan their work accordingly.
- For continuing students the supervisor should advise whether the research can feasibly be completed in the recommended period and whether a more realistic project should be attempted.
- Research students are normally eligible to attend any course of lectures run by the School or the University (there are some exceptions in the case of self-financing institutes or other colleges of the University for which additional fees may be payable) supervisors should advise which courses may complement their field of research.
- The supervisor and the department should be responsible for introducing the student to the wider research community within LSE and outside the School. The supervisor should take an active part in introducing the student to meetings of learned societies, seminars and workshops and to other research workers in the field. The supervisor should give advice on publication and put the student in touch with publishers where appropriate.
- The supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Subject Area Board of the University of London, for arranging a mutually convenient date between the two examiners and the student for the viva. There should be no unreasonable delay in examining a thesis once it has been submitted to the University. Three months is a reasonable maximum in most circumstances (see paragraph 54).

### Responsibilities of the Convener and Doctoral Programme Director

- The Convener is responsible for ensuring that a member of staff is appointed as Doctoral Programme Director for the department.
- The Doctoral Programme Director has the following specific responsibilities:
  - ensuring the induction of new research students
  - allocation, change and training of supervisors
  - ensuring that progress monitoring procedures for all research students are properly carried out
  - monitoring submission rates in the department
  - developing appropriate research training
  - acting as an advocate for research students in the department
- The Doctoral Programme Director should ensure the following:
  - that no student is allocated to a supervisor who has an insufficient knowledge of the student's area of research and/or theoretical approach to be applied.
  - that all research students have supervisors who are current members of academic staff of the School. Members of staff on sabbatical or other leave and retired members of staff may not act as the lead supervisor for a research student; every research student should be entitled to supervision from a full-time member of the academic staff. If staff who are on leave or who retire wish to retain their supervisory responsibilities the Doctoral Programme Director must ensure that the student has, in addition, a supervisor from the full-time academic staff of the School.
  - that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
  - that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
  - 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 on the online *Calendar*.
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  
**(C)** means this course is capped  
**(n/a 05/06)** means not available in the 2005/2006 academic year  
**(M)** means Michaelmas Term  
**(L)** means Lent Term  
**(S)** means Summer Term

## 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 MRes/PhD programme is offered in twin-track formats. Track 1 is aimed at students graduating with a first class undergraduate degree in economics. Track 2 is for students who have already completed a graduate degree in economics and demonstrated exceptional performance.

### Track 1:

The Programme begins in September with an Introductory Course to ensure that students have the essential background in mathematics, statistics and econometrics 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 research paper of 5,000-10,000 words 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.

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 or three 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 and write a research paper of 5,000-10,000 words. Courses in Advanced Microeconomics, Macroeconomics and Econometrics must be taken unless courses of a strictly equivalent level and coverage have been completed, with exceptional performance, as part of an MSc. 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 have not taken a field course in year one must do so in year two. Students are also expected to work on their research and to complete their PhD thesis, normally within a further two or three years. Students must have a detailed research proposal approved and signed by their supervisor by the end of the Michaelmas Term of their second 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 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. EC599 Research Paper in Economics
- 5 & 6: Two courses from:

EC510 International Economics for Research Students  
 EC511 Labour Economics for Research Students or EC521 Labour Economics with Macroeconomic Theory for Research Students †  
 EC512 Monetary Economics for Research Students or EC522 Monetary Economics with Macroeconomic Theory 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  
 EC523 Political Economy for Research Students  
 AC502 Theories of Finance or AC503 Empirical Finance  
 PH413 Philosophy of Economics and PH555 Research Seminar in the Philosophy of Economics and Social Sciences ‡  
 7. MISA1 Authoring a PhD and Developing as a Researcher: Getting Started  
 8. EC524 Empirical Methods in Applied Economics  
 9. EC501 Work in Progress Seminars  
 In addition, students will be required to attend the weekly Departmental seminar series closest to their major field.  
 † EC521 and EC522 may not be taken in combination.  
 ‡ PH555: students are required to attend one term of choice and complete the term essay.

### Subsequent Years

Research and writing of thesis. Students should attend MISA2/MISA3 Authoring a PhD and Developing as a Researcher: The Middle Years/The Endgame. 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 starting the programme.*

1, 2 & 3: With the agreement of the MRes Tutor, three from:

- EC441 Advanced Microeconomics+
- EC442 Advanced Macroeconomics+
- EC443 Advanced Econometrics+
- EC510 International Economics for Research Students
- EC511 Labour Economics for Research Students or EC521 Labour Economics with Macroeconomic Theory for Research Students †
- EC512 Monetary Economics for Research Students or EC522 Monetary Economics with Macroeconomic Theory 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\*
- EC523 Political Economy for Research Students
- AC502 Theories of Finance or AC503 Empirical Finance
- PH413 Philosophy of Economics and PH555 Research Seminar in the Philosophy of Economics and Social Sciences ‡
4. EC599 Research Paper in Economics
5. MISA1 Authoring a PhD and Developing as a Researcher: Getting Started
6. EC524 Empirical Methods in Applied Economics
7. EC501 Work in Progress Seminars

In addition, students will be required to attend the weekly Departmental seminar series closest to their major field.

+EC441, EC442 and EC443 must be taken unless courses of a strictly equivalent level and coverage have been completed, with exceptional performance, as part of an MSc.

† EC521 and EC522 may not be taken in combination.

\*Students who have previously taken the EC485 component of this course at Masters level may instead, with the agreement of the MRes Tutor, take Statistics courses to the value of one unit.

‡ PH555: students are required to attend one term of choice and



complete the term essay.

#### Subsequent Years

If, under papers 1, 2 & 3, EC441, EC442 and EC443 were taken, students will be required to take and pass one of the following field courses as a condition of their continued PhD registration:

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 and 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\*  
 EC521 Labour Economics with Macroeconomic Theory for Research Students  
 EC522 Monetary Economics with Macroeconomic Theory for Research Students  
 EC523 Political Economy for Research Students  
 AC502 Theories of Finance  
 AC503 Empirical Finance

PH413 Philosophy of Economics and PH555 Research Seminar in the Philosophy of Economics and Social Sciences †  
 \*Students who have previously taken the EC485 component of this course at Masters level may instead, with the agreement of the MRes Tutor, take Statistics courses to the value of one unit.  
 † PH555: students are required to attend one term of choice and complete the term essay.

Students will be expected to commence research and writing of their thesis in year two and should attend M15A2/M15A3 Authoring a PhD and Developing as a Researcher: The Middle Years/The Endgame. Students will be required to attend the relevant EC501 Work in Progress Seminar and the weekly Departmental seminar series closest to their major field.

#### Award of the MRes in Economics

The award and classification of the MRes degree (both Tracks) is consistent with the School's Scheme for the Award of a Taught Masters Degree. Students are required to achieve a pass mark of 50% in papers 1, 2, 3 & 4. One failed paper (but not a bad fail) can be compensated by a mark of 55% or higher in an other paper.

#### Progression to PhD registration

##### Track 1:

In order to progress from the first year, students should attain the pass mark of 50% (at least) in papers 1, 2 & 3. If a single paper is failed, the student may proceed to the second year and resit the failed paper along with the other second year papers. Students failing more than one paper must resit and pass those papers before progressing to the second year.

For PhD registration, students must accumulate three marks of 60% or higher, and three marks of 50% or higher from papers 1, 2, 3, 4, 5 & 6. Two marks of 60% or higher must be attained in papers 1, 2 & 3.

##### Track 2:

Students should attain three marks of 60% or higher, and one mark of 50% or higher from papers 1, 2, 3 & 4.

##### Both Tracks:

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to resit and pass that paper to the necessary standard before their PhD thesis can be submitted for examination. Similarly, a Track 2 student required to take a field course as a condition of their PhD registration will need to pass that course before their PhD thesis can be submitted.

Students missing the progression requirement by more than one paper are required to resit and pass those papers to the necessary standard to meet the requirement for progression to the PhD.

Students are permitted to resit any paper with a mark of 50 in order to reach the overall progression requirement.

#### Award of the PhD in Economics

Award of the PhD is dependent on the completion and defence of an original research thesis, in accordance with University of London and LSE 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.

#### 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 (2005/2006)

##### 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

EU435 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 GV4C8 Formal Modelling of Social Interactions (H) or 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 - 5', 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)

##### 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

EU435 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)

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

## MPhil/PhD Programme Regulations

### Key to MPhil/PhD Regulations

(H) means a half-unit course

(C) means this course is capped

(n/a 05/06) means not available in the 2005/2006 academic year

(M) means Michaelmas Term

(L) means Lent Term

(S) means Summer Term

### 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

#### PhD Programmes in the Department of Accounting and Finance

The Department has formally structured PhD programmes in Accounting and Finance, which have received research training recognition from the ESRC. The aim of the programmes is to train students whose research is of the highest international quality. Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. They are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time.

The structure of the PhD programmes is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. The structure permits specialist paths between the sub-disciplines of accounting and finance, and students following each path are governed by the regulations set out below. Student progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms. The Department has a very strong research culture which includes an active seminar programmes and a programme of distinguished visitors. It also has close links with the Financial Markets Group and the Centre for Analysis of Risk and Regulation.

Doctoral Programme Director: Professor D Webb, R413

#### PhD Accounting

The PhD Accounting normally consists of three formal courses in the first year. One further course or part-course may be taken in the second year. Students are required to make a seminar presentation in their first and second years, and are required to attend the Department's **Accounting Research Seminars**. You are also encouraged to attend any relevant seminars in related areas.

Entry to the PhD 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. Candidates should also have achieved satisfactory performance in a masters degree programme in Accounting and Finance, or other relevant degree.

#### PhD Accounting Regulations

##### Year 1

You should attend the following two accounting research courses (both courses are not examined)

Paper	Course Title
AC500	Seminar on Current Developments in Accounting Research
AC501	Seminar in Accounting Research Methods

You should also take two examined Graduate level courses, one in each of your first and second years. You can choose from the following list, or select any other Graduate level course available in the School, with the permission of the Programme Director. You must pass the exam in your first year with a mark of at least 65% (pass mark 50%) to proceed to the second year.

Paper	Course Title
AC470	International Financial Reporting (H) and AC472 International Finance (H)

S0425 Risk, Regulation and Economic Life

EC483 Advanced Microeconomic Theory

EC476 Contracts and Organisations

##### Year 2

You should attend the following two accounting research courses (both courses are not examined).

Paper	Course Title
AC500	Seminar on Current Developments in Accounting Research
AC501	Seminar in Accounting Research Methods

##### Subsequent Years

You will spend the remainder of your PhD registration period carrying out research and thesis writing. During this time you must continue to attend the Departments Accounting Research Seminars and should attend any relevant seminars closest to your field of study.

#### PhD Finance

The route you take through the PhD Finance programme will depend on your background, and previous masters degree. You are required to do a seminar presentation in your first and second years, and must attend the **Capital Markets Workshop** and **EC501 Research Work in Progress**. You are also encouraged to attend any relevant seminars in related areas. In the second year, the research courses include assessed research papers as part of the assessment requirements.

##### ROUTE 1

Students from the MSc Accounting and Finance or MSc Management and Regulation of Risk programmes and those from other relevant programmes, either at LSE or elsewhere, will enter in Year 1 and take the courses specified below.

##### Year 1

You must take the following courses and pass the exams with a mark of at least 65% (pass mark 50%) in the first year to proceed to the second year.

Paper	Course Title
AC436	Financial Economics
AC437	Financial Econometrics
EC441	Advanced Microeconomics* or EC411 Microeconomics for MSc Students

\*Students who intend to do theoretical research are strongly advised to take Advanced Microeconomics in their first year.

##### Year 2

You must take the following research courses and pass the exams with a mark of at least 65% (pass mark 50%).

Paper	Course Title
AC502	Theories of Finance
AC503	Empirical Finance

You must also attend EC501 Work in Progress Seminar, offered by the Economics Department.

##### Subsequent Years

You will spend the remainder of your PhD registration period carrying out research and thesis writing. During this time you must continue to attend the Capital Markets Workshop, EC501 Work in Progress Seminar and you should attend any other seminars closest to your field of study.

##### ROUTE 2

Students who have taken the MSc Finance and Economics or MSc Finance and Economics (Research) programmes at LSE will enter directly into Year 2, where they will take two research courses.

##### Year 2

You must take the following research courses and pass the exams with a mark of at least 65% (pass mark 50%).

Paper	Course Title
AC502	Theories of Finance
AC503	Empirical Finance

You must also attend EC501 Work in Progress Seminar, offered by the Economics Department.

##### Subsequent Years

You will spend the remainder of your PhD registration period carrying out research and thesis writing. During this time you must continue to attend the Capital Markets Workshop, EC501 Work in Progress Seminar and you should attend any other seminars closest to your field of study.

#### PhD Accounting and PhD Finance Examinations

All PhD students in Accounting and Finance are required to achieve a pass mark of 65% in their examined courses. The examiners may decide under certain conditions to condone a lower pass mark if there is strength elsewhere. Students failing a paper can, at the examiner's discretion, taking into account overall performance, resit that paper on one occasion

only.

#### Progression to PhD Registration

You will initially be registered for an MPhil. In order to progress to PhD registration, you must have achieved a pass mark of 65% in your taught course exams, and have made satisfactory progress in your research. The Department's Postgraduate Review and Assessment Committee, will review the progress of each research student, and make recommendations for upgrading to PhD on a case-by-case basis.

#### 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 by 1st May at the latest. 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 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 post-graduate courses during their first year at the LSE (all students will be required to attend some lectures and seminars during their programme - see below).

Students should submit a short research proposal (no more than 1,800 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 **Social Research Methods in Developing Countries** (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 lectures for the core course DV400 **Development: Theory, History and Policy** or DV406 **Development Management**, 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 two 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 to attend the general programme provided by the Methodology Institute for research students (MI541-3). 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. New research



students are also required to take the core MSc (Research) courses EH401 and EH402 unless they have already taken these courses as part of the Master's degree.

#### 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 particular substantive areas of economic history may be required to take one or more relevant MSc courses.

#### Targets for Progress

**Year 1-** At the end of the LT of the first year, students are required to present their work to the **Thesis Workshop in Economic History**. By the start 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. Students taking one or more MSc examinations may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the ST. The Committee will interview all students during the ST, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard.

**Year 2-** By 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 during their second year may, with the support of their supervisor, 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 from 2004/05, the MPhil/PhD in Economics was replaced by the MRes/PhD in Economics for all new admissions.

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 theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Full-time students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree.

Paper Number	Paper Title	Course Guide Number
1	Topics in Economic Analysis	EC502 (now withdrawn)
2	Normally a paper from the MSc in Economics to be approved by the Department	
3	Seminar in Research Strategy	EC500 (now withdrawn)

Year 1 (last cohort entry 2003/04)

In addition, students will be required to participate in the following:

3 Seminar in Research Strategy EC500 (now withdrawn)

Second and Subsequent Years	Work in Progress Seminars	EC501
4		

### 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:

- political economy - transition and integration.
- European Studies (Research)

#### 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 suggested to apply for the MSc in European Studies (Research). 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 2006

#### Syllabus

All students are initially registered for the MPhil degree and every student must follow:

- EU554 Research Design and Methods in European Studies
- 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 the Supervisors, regularly submit written work to the Supervisors 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 two Supervisors of whom at least one must be tenured staff of the Institute. A supervisor from outside the EI may be sought where no appropriate EI supervision is available. At the end of the 1st and 2nd years, the Doctoral Programmes Committee, in consultation with the Supervisors, 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 two further substantive chapters beyond those materials submitted at the end of the first year) and a full research plan for Review, with a view to upgrading to PhD status; upgrading 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 (MI451 or MI452 plus MI453 and MI454). All students must take courses up to the value of 1.0 course units from a specialist subject related to their Thesis. In addition, students should attend **Staff-Graduate Student Seminar** (GY502) as well as any relevant cluster seminars, and they must present their work in the **Doctoral Student Research Presentations** (GY500). Students will be monitored and reviewed annually throughout their period of registration. Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration. Students are required to be in attendance throughout their period of registration. Absences for illness or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

### Government

#### Government Departmental Doctoral Programme

#### Admission requirements including prerequisites

The department normally requires an MSc in a relevant subject at well above pass level.

There are compulsory and optional methodological and other courses/seminars in the first and subsequent years.

The **Doctoral Programme Seminar**, which is organised and chaired by the Doctoral Programme Director, Dr Cecile Fabre, 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. Details of the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session and is available on the Department's web site.

#### Departmental expectations about completion

It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years of initial registration; and part-time students within six years of initial registration.

### 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	
3.	Research in Information Systems	IS555
And actively participate in:		
4.	Seminar for research students in Information Systems	IS554

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 PhD Programme Director in the Department, which meets at least five times in the Michaelmas term and again in the Lent and Summer terms, the frequency of meetings dependent upon the number of participants. In the Michaelmas term the Workshop serves 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. Among the practical subjects addressed are the use of archives, bibliographic preparation, note taking, record keeping, interviewing techniques and writing skills. In the Lent and Summer terms the Workshop provides 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.

Research students are required to attend regularly at least one relevant research seminar at the LSE, the Institute of Historical Research, the Canada Blanch Centre or elsewhere at the University when they are not abroad doing research. They are strongly encouraged to attend conferences. Where they are invited to present a paper, the Department has a fund to which they may apply for assistance.

They are expected to attend the School's seminar on authoring a PhD and publishing the results. In addition, they 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 Departments of International History



and International Relations (for information see [www.lse.ac.uk/collections/coldWarStudiesProgramme/](http://www.lse.ac.uk/collections/coldWarStudiesProgramme/)); and the Department's occasional series of 'cutting-edge lectures in history'. In their first year of enrolment in the Department's MPhil/PhD programme and in each subsequent year, students are required to prepare a statement of their research training needs, in conjunction with their supervisor(s) and the PhD Programme Director. The LSE Library offers training packages in bibliographical skills and using web-based resources. More specialised 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.

#### 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) they are required to submit a dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier 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 Committee deems the dossier 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 is likely 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 PhD Programme Director, 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 PhD Programme Director 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

First-year research students are required to attend the **International Relations Research Methods Seminar** (IR501) and the **International Relations Research Design Workshop** (IR509). Second-year students are also strongly advised to attend the IR509 second-year workshops. Students are also encouraged to attend the following Methodology Institute courses in their first year of registration: **Authoring a PhD and Developing as a Researcher: Getting Started** (MISA1); **Information Literacy: tools for research** (MIS12), and **Special Topics in Social Research Methodology** (MIS51). Other Methodology Institute courses,

which may be of immediate or longer-term interest, include: **Seminar in Survey Methodology** (MIS41); **Advanced Seminar in Quantitative Analysis** (MIS27); **Special Topics in Quantitative Analysis** (MI456); **Computer Packages for Qualitative Analysis** (MIS55); **Authoring a PhD and Developing as a Researcher: The Middle Years** (MISA2); and **Authoring a PhD and Developing as a Researcher: The Endgame** (MISA3) (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 International Relations Department. These include international relations theory; foreign policy analysis; security, conflict and peace studies; international institutions; political economy of international finance; European international politics; and workshops on North-South relations and on 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 (see above). 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 (MI4M1 or MI4M2 **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. Early in the Summer term first and second year research students will have their progress reviewed by a Research Panel of three staff members, excluding 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. First-year research students will be required to submit an introduction and one draft chapter to their supervisor and members of their Research Panel before their Research Panel interview. Students who are deemed not to have made satisfactory progress will either be refused permission to re-register or will be required by the Research Panel to produce written work over the summer as a condition for re-registration in the autumn. Second-year research 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 two additional 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 Doctoral Programme Director, 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 all 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. In addition to the research training provided it will often be possible for each research student to be offered the chance to teach for the department. The LSE provides comprehensive certified class teacher training to support this.

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 **Advanced Methods of Research in Media and Communications 1** (one unit) or MC4M3 **Advanced Methods of Research in Media and Communications 2** (one unit) or MC4M4 **Advanced Methods of Research in Media and Communications 3** (one unit); OR MC4M1 **Methods of Research in Media and Communications 1** (0.5 unit) or MC4M5 **Methods of Research in Media and Communications 2** (0.5 unit) or MC4M6 **Methods of Research in Media and Communications 3** (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, MC4M1, MC4M2, MC4M3, MC4M4, MC4M5, MC4M6, MC500.

#### 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.

#### Philosophy, Logic and Scientific Method

The 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 11 September 2006.

#### 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 2007.
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 11 September 2006.

#### 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 2007.

#### 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 2008.

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 course M1512 Information Skills for Research. During each year students are required to make presentations of their progress to the GY504 Doctoral Seminar in Regional and Urban Planning Studies and to attend M15A1, M15A2 and M15A3 at the appropriate point in their thesis preparation.

#### 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 course are available under the entry for the Methodology Institute in this *Calendar*): M1451 Quantitative Analysis I: Description and Inference (half unit), M1452 Quantitative Analysis 2: The Generalized Linear Model (half unit), M1453 Fundamentals of Research Design (half unit), M1454 Qualitative Social Research (half unit).

Other courses from Sociology Masters programmes, or specialist research courses (eg, SO502 Research Seminar on the Sociology of Crime and

Deviance, SO507 Theory and Methods in Qualitative Research: Narrative, SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space, SO522 Research Seminar in Consciousness, Self and Society 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 M1555 Computing Packages for Qualitative Analysis and M1512 Information Literacy sessions.

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. This Board will decide whether to recommend to the School that students 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 thesis within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their thesis 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

The Department of Statistics is recognised by the ESRC for its (+3) award. UK and EU students applying for the MPhil/PhD in Statistics who have already completed foundation training that meets the ESRC requirements are eligible to apply. The Department also receives funds from the EPSRC for research studentships for UK and EU students. There is also an LSE studentship, for which all students are eligible. Research interests in the Department are diverse. Areas of particular strength include:

- Linear and non-linear time series.
- Insurance mathematics, stochastics and risk.
- Social Statistics
- Industrial statistics

All applicants to the programme should have completed, or expect to complete, a taught MSc containing a substantial statistical component, or have equivalent experience. All students are normally first registered for the MPhil degree. Transfer to the PhD takes place at the end of the second year following successful progression.

During the first year of registration, students are encouraged to attend MSc and research methodology 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 a departmental research committee regularly assesses their progress. Further information available at:

[www.lse.ac.uk/collections/statistics/study/prospective](http://www.lse.ac.uk/collections/statistics/study/prospective)



## Research Course Guides 2005/06

### AC500

#### Seminar on Current Developments in Accounting Research

This information is for the 2005/06 session.

**Teachers responsible:** Professor P B Miller, E311 and Professor M Power, H606

**Availability:** Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller.

**Teaching:** 30 meetings arranged by the Department (AC500).

### AC501

#### Seminar in Accounting Research Methods

This information is for the 2005/06 session.

**Teachers responsible:** Professor P B Miller, E311 and Professor M Power, H606

**Availability:** Research students in the Department of Accounting and Finance, and other students with the permission of Professor Miller should attend.

**Teaching:** 30 meetings arranged by the Department (AC501).

### AC502

#### Theories of Finance

This information is for the 2005/06 session.

**Teachers responsible:** Professor S Bhattacharya, E308, Professor A Faure-Grimaud, E309, Dr R Rahi, A351 and Professor D Vayanos, A213

**Availability:** Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of Professor Connor.

**Content:** Recent journal literature on the theory and econometrics of asset pricing.

**Teaching:** 40 lecture hours and 20 class hours in MT and LT.

**Assessment:** Two-hour examination in ST (50%) and essay due in July (50%).

### AC503

#### Empirical Finance

This information is for the 2005/06 session.

**Teachers responsible:** Dr A Mele, A450, Dr A Patton, A451 and others

**Availability:** Research students in the Departments of Accounting and Finance, and Economics, others by permission of Dr Mele and Dr Patton.

**Content:** Recent literature on volatility measurement, simulation based estimation and empirical corporate finance.

**Teaching:** 40 lecture hours sessional.

**Assessment:** Two-hour examination in ST (50%) and essay due in July (50%).

### AN500

#### Seminar on Anthropological Research

This information is for the 2005/06 session.

**Teachers responsible:** Dr M Engelke, A609, Professor J Parry, A505 and Dr R Astuti, H613.

### AN501

#### Field Research Seminar

This information is for the 2005/06 session.

**Teacher responsible:** Dr F Cannell, A610

**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.

**Teaching:** 20 two-hour seminars over MT and LT.

**Written work:** Students will be required to prepare seminar presentations.

**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 Shepher-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; Jonathan Spencer, 'Anthropology as a kind of writing', *Man* (n.s.) 24, 145-164, 1989.

**Assessment:** Students' progress will be monitored throughout the course by the teachers responsible.

### AN503

#### Thesis Writing Seminar

This information is for the 2005/06 session.

**Teachers responsible:** Professor O Harris, A613, Professor M Lambeck and Professor C Stafford, A601.

**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 2005/06 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.

### DV500

#### Research Seminar in Development Studies

This information is for the 2005/06 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 and LT and ST.

#### EC501

##### Work in Progress Seminars

This information is for the 2005/06 session.

**Teacher responsible:** Professor M Piccione (PhD Programme Director), S477 with others

**Availability:** This course is for MRes and PhD students in Economics in the second and later years. Also available for PhD Finance.

**Core syllabus:** Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.

**Teaching:** Seminars EC501: eight seminar groups covering the major field options. 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.

#### EC510

##### International Economics for Research Students

This information is for the 2005/06 session.

**Teachers responsible:** Professor G Ottaviano

**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 2005/06 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 2005/06 session.

**Teachers responsible:** Dr K Aoki and Dr A Sarychev

**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 2005/06 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 2005/06 session.

**Teacher responsible:** Professor M Pesendorfer, S878

**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 2005/06 session.

**Teacher responsible:** Professor T Besley, R527, Professor M Ghatak, R530 and Dr R Burgess, R524

**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 2005/06 session.

**Teacher responsible:** Professor Maitreesh Ghatak, R530

**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 2005/06 session.

**Teacher responsible:** Dr Georg Weizsäcker, S467

**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 2005/06 session.

**Teacher responsible:** Professor O Linton, S486

**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.

#### EC521

##### Labour Economics with Macroeconomic Theory for Research Students

This information is for the 2005/06 session.

**Teacher responsible:** Professor F Caselli, S875

**Availability:** This course is for MRes/PhD students in Economics.

**Core syllabus:** See EC423 for details of the labour economics syllabus and content. The macroeconomics component of the course will examine 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 suggested 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 EC423 **Labour Economics**, plus ten hours EC521 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:** A three-hour written examination, ST.

#### EC522

##### Monetary Economics with Macroeconomic Theory for Research Students

This information is for the 2005/06 session.

**Teacher responsible:** Professor F Caselli, S875

**Availability:** This course is for MRes/PhD students in Economics.

**Core syllabus:** See EC424 for details of the monetary economics syllabus and content. The macroeconomics component of the course will examine 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 friction: search and matching.

**Teaching:** Students must attend teaching on EC424 **Monetary Economics**, plus ten hours EC522 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:** A three-hour written examination in the ST.

#### EC523

##### Political Economy for Research Students

This information is for the 2005/06 session.

**Teachers responsible:** Dr R Razin, S480

**Availability:** For MRes/PhD Economics.

**Core syllabus:** See core syllabus for EC453 **Political Economy**.

Additionally, this course will examine more advanced theories and applications in Political Economy. 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:** See content of EC453 **Political Economy**. The PhD lectures will cover related topics eg Media; Debates and Communication.

**Teaching:** Students are required to attend (i) EC453 **Political Economy** and EC523 lectures (10hrs, LT).

**Reading list:** See reading list for EC453 **Political Economy**. Additional reading will be from journal articles; a list will be supplied at the start of term.

**Assessment:** A three-hour written examination in the ST.

#### EC524

##### Empirical Methods in Applied Economics

This information is for the 2005/06 session.

**Teacher responsible:** Professor S Pischke and others

**Availability:** This course is for MRes/PhD students in Economics.

Attendance is recommended for all students interested in research in an applied economics.

**Pre requisites:** It is assumed that participating students have attended EC443 **Advanced Econometrics**, EC402 **Methods of Economic Investigation** or EC484 **Econometric Analysis** previously.

**Core syllabus:** Empirical methods commonly used in economics. Topics are organized around specific methods, and these methods are illustrated with concrete examples from the literature. The course consists of various modules, focusing on the methods used by empirical researchers in different subfields of economics. The specific modules offered may differ from year to year and might include: time series methods (used in macroeconomics and finance), panel data methods, limited dependent variables models and simulation methods (used in industrial economics and other fields), identification in non-structural models. The course aims to help students better understand readings assigned in the field courses and to assist with their research.

**Content: Time series:** Issues in estimating models for non-stationary time series, cointegration, vector autoregressions, models for conditional heteroskedasticity.

**Limited dependent variable models and simulation methods**

**Panel data models**

**Identification in non-structural models:** Differences-in-differences, instrumental variables, regression discontinuity design, nonlinearity and heterogeneity.

**Teaching:** EC524 lectures, 20 x two-hours, MT & LT.

**Reading list:** Background reading: J Angrist & A Krueger: *Empirical Strategies in Labor Economics*, chapter 23 in Ashenfelter and Card (Eds) *Handbook of Labor Economics*, Vol. 3A, 1999; G S Maddala, *Limited-Dependent and Qualitative Variables in Econometrics*, Cambridge University Press 1983; J D Hamilton: *Time Series Analysis*, Princeton University Press 1994. Readings will also be drawn from current journal articles.

**Assessment:** There is no examination for this course.

#### EC599

##### Research Paper in Economics

This information is for the 2005/06 session.

**Availability:** For MRes/PhD students in Economics.

**Content and Assessment:** A research paper, between 5,000 and 10,000 words, 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 2005/06 session.

**Teacher responsible:** Professor Nicholas Crafts

**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 2005/06 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 Economic and Social History**

This information is for the 2005/06 session.

**Teacher responsible:** Professor Janet Hunter, C414

**Availability:** 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 2005/06 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 2005/06 session.

**Teachers responsible:** Dr Abby Innes and to be announced

**Availability:** Core course for MSc European Studies (Research). Recommended for all students taking research degrees on "European" topics; core course for second and third year PhD students in Government/European Institute.

**Core syllabus:** A detailed syllabus is fixed at the start of each term.

**Content:** Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology.

**Teaching:** 20 seminars, EU550, (weekly MT, LT).

**Assessment:** There is no examination for this course.

## EU553

**European Political Economy Research Seminar**

This information is for the 2005/06 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.

**Content:** Theoretical approaches to political economy research on Europe. Presentation and discussion of relevant Political Economy issues in participants' ongoing research.

**Teaching:** 20 seminars, EU553, (MT, LT).

**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 2005/06 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.

## GI500

**Doctoral Workshop: Gender Institute**

This information is for the 2005/06 session.

**Teacher responsible:** Dr Diane Perrons, B505

**Availability:** This seminar is a formally required component of the Gender Institute PhD programme, and all fully registered students are expected to participate.

**Core syllabus:** The aim of this course is to give students experience and practice in presenting and discussing post-graduate research.

**Content:** This seminar is designed for research students to present chapters or papers related to their current research for critical discussion. The focus of the seminar is on the research process and research students should be expected to present at least once per year.

**Teaching:** 15 x one-and-a-half hour seminars held fortnightly in the MT, LT and ST. First year students must also audit weeks 1-10 of GI400 and GI402. All students are expected to participate in Methodology Institute courses as advised by their supervisors.

**Reading list:** PhD chapters and articles suggested by students relevant to their topic.

**Assessment:** First year students will be assessed by means of a 5,000 word paper relating to their thesis. This will either take the form of an 'Aims and Methods' paper for those whose thesis involves empirical research. For more theory based theses the assessment will be based on a substantive and detailed discussion of a theoretical perspective or theorist central to their research. This paper (typed and paginated) is to be submitted by the second week of the summer term. This work will then be evaluated in the summer term *via a viva* with a review panel. If unsuccessful students are permitted to retake this assessment at the end of September. This assessment has to be passed before progress to the second year is permitted. Arrangements for part time students will be made on a pro rata basis.

## GV500

**Doctoral Programme Seminar**

This information is for the 2005/06 session.

**Teacher responsible:** To be announced

**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 MI502. **Drafting and Writing a PhD Thesis** in the LT and MI500 **Introduction to Study for the MPhil and PhD** in the second and third weeks of the MT.

**Assessment:** Attendance at this course is a pre-requisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar in the LT.

## GV501

**Doctoral Workshop: Political Theory**

This information is for the 2005/06 session.

**Teachers responsible:** Dr Cécile Fabre, K301

**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 2005/06 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. Compulsory course for MSc European Studies (Research).

**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 2005/06 session.

**Teacher responsible:** Dr Katrin Flikschuh, L207

**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 2005/06 session.

**Teachers responsible:** Dr Mark Thatcher, K305 and Dr Christian List, L100

**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 2005/06 session.

**Teachers responsible:** Dr P Mitchell, K308, Dr C List, L100 and Simon Hix

**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 2005/06 session.

**Teachers responsible:** Professor John Sidel and Dr C Lin, L202

**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 2005/06 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 2005/06 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.

**Teaching:** Two half-day or one-day workshops, one each in the MT and LT, organised by research clusters in the Department.

**Written work:** All students attending this course will be required to present their own research once each year.

**Assessment:** This course is not intended as preparation for any particular examination.

## GY502

**Research Students - Staff/ Student Seminar**

This information is for the 2005/06 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:** Eight x one-and-a-half hour seminars in the MT and four x one-and-a-half hour seminars in the 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 2005/06 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 2005/06 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 Michaelmas term and again in the Lent term, the frequency of meetings dependent upon the number of participants. Meetings in the Michaelmas are devoted to bibliographic preparation, note taking, record keeping, interviewing techniques and other practical issues of historical research. Meetings in the Lent term 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 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 2005/06 session.**

**Teacher responsible:** Dr A Sked

#### HY507

##### Res Sem: History of Contemporary Spain

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor P Preston and others

#### ID500

##### Industrial Relations Research Forum

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Richard Hyman, H715 and Professor David Marsden, H805

**Availability:** For research students in Industrial Relations and MSc Industrial Relations (Research).

**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 Seminar for Staff and Research Students

**This information is for the 2005/06 session.**

**Staff members responsible:** Professor Michael Cox, D408

**Availability:** Course intended for International Relations Department staff and research students.

**Teaching:** Up to 12 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 2005/06 session.**

**Teacher responsible:** Dr C Hughes, D509 and Dr R Allison, D513

**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), the International Relations Seminar for Staff and Research Students (IR500) 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 2005/06 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 2005/06 session.**

**Teachers responsible:** Dr R Allison, D513

**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 Workshop

**This information is for the 2005/06 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 organizers 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 2005/06 session.**

**Teacher responsible:** Professor J Mayall, D608

**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 2005/06 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 2005/06 session.**

**Teacher responsible:** Professor M Cox, D408 (for first year research students)

Professor M Light, D512 (for second year research students)

**Availability:** This workshop is compulsory for all first-year and strongly recommended for second year International Relations Department (IRD) research students and open to other interested IRD research students.

**Content:** In the first year, 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.

In the second year, the focus will be on preparing students for their upgrade Research Panel in the summer. Exactly how the workshop will proceed will be decided by the members in their first session, but the aim is to give students the opportunity to update and refine their research proposals, get peer reactions to the draft chapters on which the decision to upgrade will be based, and also to talk to each other about the common problems they face. There will also be some sessions to consider such 'professional concerns' as the balance to be struck between teaching and research, the role of presentations at conferences, seminars and similar professional gatherings. The workshop seeks to sustain the *esprit d'corps* research students developed during their first year.

**Teaching:** In the first year, 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 or three presentations per session. Students must also attend IR500 International Relations Seminar for Staff and Research Students and IR501 Research Methods Training Seminar and participate in at least one of the Department's other research workshops. In the second year, the workshop will meet for 13 one and-a-half hour sessions starting in week five of the MT. All members of the workshop are required to present a draft chapter of their theses. They will need to provide a copy of the chapter for prior circulation to the workshop participants. Students must also attend IR500 International Relations Seminar for Staff and Research Students 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 2005/06 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 Not available in 2005/06

##### Middle East Research Workshop

**This information is for the 2005/06 session.**

**Teachers responsible:** To be arranged.

**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 2005/06 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 2005/06 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 2005/06 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/](http://www.cdam.lse.ac.uk/Seminar/)

**Teaching:** 30 meetings throughout the MT, LT and ST.

#### MA501

##### CDAM Informal Workshop

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Robert Simon, B404, 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/](http://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 2005/06 session.**

**Teachers responsible:** Professor Roger Silverstone (S102), Professor Sonia Livingstone (S105) 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 10 MT and 10 LT (compulsory for first year students and open to others); Seminar (MC500b) (one-and-a-half hours) x 10 MT and 10 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 10 February 2006.

**MI512****Information Literacy: Tools for Research**

**This information is for the 2005/06 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. *Literature Searching.* This 'hands-on' session will enable you to select, access identify and use the appropriate electronic resources for your research from the wide range available at LSE. The class will explore how to develop effective search strategies to maximise relevant results when searching for references.
2. *Using the Internet.* Have you ever wondered if there is more to good internet searching than Google? This session will enable participants to locate quality resources for research via the internet. It will include tips for improving your internet searching and an introduction to subject gateways.
3. *Citing references and creating a bibliography.* This seminar will enable you to cite bibliographic information in your 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 at LSE 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.* 600 data resources are available to LSE research students. This session will cover microdata, aggregated data, financial databases and GIS. The class will enable you to locate and access data relevant to your research and will introduce the Data Library's advisory service.

**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.

**MI527****Applied Quantitative Analysis**

**This information is for the 2005/06 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 2005/06 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 into 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 2005/06 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 2005/06 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 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr Martin W Bauer, B804, Dr Ilina Singh, W105

**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 2005/06 session.**

**Teachers responsible:** Dr Ilina Singh and Kavita Abraham

**Availability:** For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI454.

**Content:** It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

**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).

**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.

**Assessment:** This course is non-examinable.

**MISA1****Authoring a PhD and Developing as a Researcher: Getting Started**

**This information is for the 2005/06 session.**

**Teachers responsible:** Professor Patrick Dunleavy, K300 and Dr Liz Barnett, H417c.

Other teachers: Dr Rhiannon Thompson, Garrick Jones, S309 and Cliff Dennett.

**Availability:** This course is intended for first year students registered for an MPhil/PhD. It covers key topics in defining a central research question; achieving or improving the originality of your research; improving your research design; planning the macro-structure of your PhD; and producing your first chapter and other materials needed for the end-of-first year Review. All sessions of the course are suitable for colleagues across all disciplines in the School.

**Pre requisites:** Places on each course workshop must be pre-booked through the Teaching and Learning Centre. Email [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk) to request a place, and TLC will contact you with further details.

Participants will also find it helpful to register on the WebCT site for this course, which includes relevant learning materials and a full reading list. To register, go to LSE new/current students page from [www.lse.ac.uk](http://www.lse.ac.uk) and click on the 'Welcome to the LSE Web CT server' line in bottom left part of the screen. Follow the registration instructions there, and register for course 'MISA1 Authoring a PhD... Getting Started'.

**Core syllabus:** Except in the most technical social sciences, the process of authoring your PhD is key for developing your thought and 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. How you do authoring will powerfully determine how speedily and effectively your research develops to doctoral standards. This course aims to assist first year research students at all these stages, leading up to a successful departmental review at the end of the first year.

Subsequent courses cover topics relevant for later years, MISA2 handles common middle-years issues, and MISA3 covers topics relevant for finishing the PhD, achieving publications and future career progression.

**Content:** These are professional-level workshops for groups of around 30 participants held in dedicated facilities for encouraging creative thinking and using group working and skilled facilitators and support crew. There are two formats:

- half day conferences which develop your skills and capabilities intensively for a complete morning or afternoon;
- normal workshops of around 2 hours.

Since places are limited, early booking is advised. Once registered you are expected to fill your place. Please let TLC know immediately if you cannot take up a place since there will be other students on the waiting list for each session.

**Teaching:** The workshops offered will be:

- Half-Day Conference on *Defining your Research Question and Doing Creative and Original Research* - explores what are the distinct requirements of an LSE doctorate; how to be more creative in research; what doing original work means; how to pick your central research question and delimit your topic appropriately; and the basics of how theses are progressed and eventually examined. Held early in Michaelmas Term - there will be repeat sessions but early sign-up is advised.
- *The Macro-Structure of the Thesis* - covers how to structure your thesis in terms of sequencing chapters and materials in ways that best facilitate speedy completion and an efficient research process. The differences between 'big book' and 'papers model' theses are covered. Participants should bring a chapter plan for their thesis with them.

- *Managing Your Supervisor(s)* - the relationship between supervisor and PhD students is critical for your academic and professional development. This session covers making the most of your supervisor(s), common pitfalls and shows how to manage your relationship as effectively as possible.

- Half-Day Conference on *Preparing for the First Year Review* - covers the elements you will need to convince your department's review committee that you should be upgraded from M.Phil to PhD. Includes a detailed workshop on 'How to structure your first chapter' - participants should bring draft plans for their first chapter with them. Held towards the end of Lent Term - there will be repeat sessions but early sign-up is advised.

**Reading list: Course text:** Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 1-4. To get maximum value from the workshops, participants should read relevant chapters of the core text before attending the session. There are multiple copies in the Library's Course Collection.

**Other reading:** Rowena Murray, *How to Write a Thesis*; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*, Ch 5.

**Assessment:** This course is non-examinable.



## M15A2

**Authoring a PhD and Developing as a Researcher: The Middle Years**

This information is for the 2005/06 session.

**Teachers responsible:** Professor Patrick Dunleavy, K300 and Dr Liz Barnett, H417c.  
Other teachers: Dr Rhiannon Thompson, Garrick Jones, S309 and Cliff Dennett.

**Availability:** This course is intended for second and third year students registered for the PhD and embarking on the main body of their research. It covers key topics in project-managing your PhD; identifying critical time lines and delivering within 4 years; developing as an academic writer; writing papers and going to conferences; generating research funding; undertaking academic consultancy; and acquiring relevant career skills for academic life or doctoral-level positions in business, the public sector and other sectors. All sessions of the course are suitable for colleagues across all disciplines in the School.

**Pre requisites:** Places on each course workshop *must* be pre-booked through the Teaching and Learning Centre - email [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk) to request a place, and TLC will contact you with further details.

Participants will also find it helpful to register on the WebCT site for this course, which includes relevant learning materials and a full reading list. To register, go to LSE new/current students page from [www.lse.ac.uk](http://www.lse.ac.uk) and click on the 'Welcome to the LSE Web CT server' line in bottom left part of the screen. Follow the registration instructions there, and register for course 'M15A2 Authoring a PhD ...The Middle Years'.

**Core syllabus:** In most of the social sciences, writing is constitutive of thought, not just a stylistic afterthought. Developing as a researcher is also a 'whole person' process that can be strongly influenced by other experiences, such as teaching, publishing papers, consultancy and career preparation. Doing a PhD is a unique opportunity to acquire at a very high level authoring, communication, research, teaching and other career skills that are critical for your later professional development. Finally, the middle years of your thesis require careful management to maintain focus and momentum when faced with the often disillusioning development of research in practice.

This course aims to assist second and third year research students with all these elements, leading up to a speedy completion of the doctorate and a smooth transition into academia or top-flight professional opportunities outside universities.

The subsequent courses cover topics relevant for later years, M15A3 covers topics specifically relevant for finishing the PhD, achieving publications and future career progression. The earlier course M15A1 handles common issues with defining central research questions and getting started on research.

**Content:** These are professional-level workshops for groups of around 30 participants held in dedicated facilities for encouraging creative thinking and using group working and skilled facilitators and support crew. There are two formats:

- half day conferences which develop your skills and capabilities intensively for a complete morning or afternoon;
- normal workshops of around 2 hours.

Since places are limited, early booking is advised. Once registered you are expected to fill your place. Please let TLC know immediately if you cannot take up a place since there will be other students on the waiting list for each session.

**Teaching:** The workshops offered will be:

- Half-Day Conference on *Project Management for Your PhD* - explores how the most commonly deployed techniques of project management in business and government are equally applicable to completing your doctorate. The course shows how to identify the critical path so that you complete within the new and demanding 4 year limit for PhD registration. Some differences between an individual and group-based projects will be introduced along with a basic introduction to MS Project software. Held in mid MT - there will be repeat sessions but early sign-up is advised.
- *Developing as an Academic Writer* - covers becoming a speedy, dedicated and stylish academic writer, including: planning writing sessions for maximum impact; upgrading text and replanning problem text; achieving good style; and referencing issues. Participants should bring a representative two-page writing sample from their thesis with them.
- *Writing Papers and Going to Conferences* - finishing PhD students entering the academic job market are nowadays expected to have one or two publications or at least work under submission. This workshop covers the process of developing a paper for seminars and academic conferences, and then progressing the paper to journals for publication. The writing demands of professional papers for conferences and journals are distinctive and require a refocusing of skills from ordinary doctoral work.

**Reading list:** Course text: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 5-6, 9. To get maximum value from the workshops, participants should read relevant chapters of the core text

before attending the session. There are multiple copies in the Library's Course Collection.

**Other reading:** Howard S Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*; Howard S. Becker, *Tricks of the Trade: How To Think About Your Research While You're Doing It*; Eviatar Zerubavel, *The Clockwork Muse*.

**Assessment:** This course is non-examinable.

## M15A3

**Authoring a PhD and Developing as a Researcher: The Endgame**

This information is for the 2005/06 session.

**Teachers responsible:** Professor Patrick Dunleavy, K300 and Dr Liz Barnett, H417c.  
Other teachers: Dr Rhiannon Thompson, Garrick Jones, S309 and Cliff Dennett.

**Availability:** This course is intended for third and fourth year PhD students who are within a year to six months of completing the doctorate. It covers: moving from a rough first draft to a full final draft; the submission requirements for the University of London and the timetable for speedy submission and examination; the selection of examiners; how to prepare for your viva; publishing your PhD; and career management and development for doctoral-level people, in academic life or professional positions in business, government or elsewhere. All sessions of the course are suitable for colleagues across all disciplines in the School.

**Pre requisites:** Places on each course workshop *must* be pre-booked through the Teaching and Learning Centre - email [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk) to request a place, and TLC will contact you with further details.

Participants will also find it helpful to register on the WebCT site for this course, which includes relevant learning materials and a full reading list. To register, go to the LSE new/current students page from [www.lse.ac.uk](http://www.lse.ac.uk) and click on the 'Welcome to the LSE Web CT server' line in the bottom left part of the screen. Follow the registration instructions there, and register for course 'M15A3 Authoring a PhD ...The Endgame'.

**Core syllabus:** Finishing the PhD is an especially intensive and creative phase of the research project, with new and distinct project management and authoring challenges. The key task is to complete an 'industrial standard' text with all requisite components and written in the most integrated and effective way. This phase normally requires intense application and rewriting. But it is important to avoid perfectionism and displacement processes that can postpone completion unnecessarily. Equally it is important to publish as much as possible of the PhD as a book or in journal articles. You also need to have an overall CV and an accompanying skills set that will place you optimally for getting academic jobs or in moving to top research or professional career track positions elsewhere. This course aims to assist third and fourth year research students with all these elements.

Previous courses cover topics relevant for earlier years: M15A1 handles common issues with defining central research questions and getting started on research; M15A2 covers topics relevant for the middle years of the PhD, such as developing as an academic writer.

**Content:** These are professional-level workshops for groups of around 30 participants held in dedicated facilities for encouraging creative thinking and using group working and skilled facilitators and support crew. There are two formats:

- half day conferences which develop your skills and capabilities intensively for a complete morning or afternoon;
- normal workshops of around 2 hours.

Since places are limited, early booking is advised. Once registered you are expected to fill your place. Please let us know immediately if you cannot take up a place since there will be other students on the waiting list for each session.

**Teaching:** The workshops offered will be:

- Half-Day Conference on *The Thesis Endgame: Achieving a Final Draft and Submitting Speedily* - explores the distinctive authoring difficulties and opportunities of going from a first complete draft to an integrated final draft and the critical path for getting to submission. To gain maximum advantage participants should ideally be around a year away from submission. Held in mid MT - there will also be repeat sessions but early sign-up is advised.
- *Preparing for and Handling the Viva* - covers long-run and short-run things to do in preparation for the final oral examination; what to expect in the viva itself; the top ten most asked viva questions; and using a 'defence in depth' approach to minimize any revisions or rewriting.
- *Publishing Your Thesis as a Book or Journal Article* - a detailed session on the scope for publishing some theses as research monographs, and the more general chances of 'paperizing' chapters and submitting them successfully to journals. The concept of a 'publication production line' and project management to go with it are introduced. Strategies for targeting appropriate journals are discussed. Doctoral work that only goes into the

Library and never gets published is just 'shelf-bending research' and we aim to minimize the proportion of this kind of work at LSE.

- *Career Development for Finishing PhD Students* - covers the expectations that academic and non-academic employers want to see in your CV. It is vital to think ahead to ensure that you have acquired all the necessary skills and if necessary qualifications in good time before your final push.

**Reading list:** Course text: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 8 and 9. To get maximum value from the workshops, participants should read relevant chapters of the core text before attending the session. There are multiple copies in the Library's Course Collection.

**Other reading:** Rowena Murray, *Surviving the Viva*.

**Assessment:** This course is non-examinable.

## MN500

**Seminar for Research Students in Management**

This information is for the 2005/06 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 2005/06 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 (MT, LT, ST). 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 2005/06 session.

**Teacher responsible:** Dr. Matthew Parker, 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:** The idea of the course is to read and carefully discuss together a range of "classic papers" in modern analytic philosophy which might not otherwise be covered in LSE Philosophy Department courses. Authors covered may include Kripke, Quine, Putnam, Parfit, Nozick, Lewis, Davidson, Dummett, etc.

**Teaching:** Seminars PH501 20 x one-and-a-half hour (MT and LT). Each week we will consider one paper - one member of the seminar will be responsible for leading the discussion, but everyone must of course have read the article in advance.

Any students who have relatively little philosophy background (or philosophy background from a different tradition) are strongly advised to attend the introductory lecture course, PH103 **Reason, Knowledge and Values: An Introduction to Philosophy**.

**Reading list:** To be announced before the course commences.

**Assessment:** Four essays of 2,500-3,500 words each over the course of the two terms.

## PH502

**Reasoning and Logic**

This information is for the 2005/06 session.

**Teacher responsible:** Professor Colin Howson, T301C

**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 2005/06 session.

**Teachers responsible:** Dr Roman Frigg, T501a and 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 2005/06 session.

**Teacher responsible:** Dr Richard Bradley, T301a

**Availability:** The course is intended for MPhil/PhD students. It is an optional course for MRes/PhD Economics for those taking PH413.

**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 2005/06 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 2005/06 session.**

**Teacher responsible:** Dr Claire Alexander, S284 and Professor Dick Hobbs, S277

**Availability:** This course is compulsory 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 devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues 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.

**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, and a viva voce examination. For full-time students three copies of this typed and paginated essay must be submitted to the Sociology Administration Office, Room S219a, by Tuesday 2nd May 2006. Satisfactory completion of the 'Aims and Methods' paper, and the viva are necessary in order to proceed to the next stage of the course. Part-time students may elect to be evaluated in May or September of their first year or May of their second year.

### SO501

#### Research Students Seminar

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Nikolas Rose

**Availability:** For continuing (second and subsequent years) research students in Sociology.

**Content:** The course will consist of papers given by second year 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. The seminar is oriented towards preparing students for the next stage in the PhD process, the upgrade, which usually happens at the end of the second year of registration.

**Teaching:** 20 seminars in the MT and LT each of two-hours duration.

### SO502

#### Research Seminar on Sociology of Crime & Deviance

**This information is for the 2005/06 session.**

**Teacher responsible:** 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:** Twenty-five seminars of 90 minutes duration in the MT, LT and ST.

**Assessment:** Students are expected to deliver an oral report each year on the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

### SO507

#### Theory & Methods in Qualitative Research

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor Richard Sennett, W401

**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 2005/06 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:** Two four-hour seminars in the LT: 2.00-4.00pm Tuesday 14 February and 2.00-4.00pm Tuesday 21 February 2006, room D11.

### SO511

#### Research Seminar in Political Sociology

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Robin Archer, S208

**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 2005/06 session.**

**Teacher responsible:** Professor Robert Tavernor, Y308

**Availability:** Compulsory for MSc City Design and Social Science students. Not open to students outside the Cities Programme.

**Core syllabus:** The City Design Studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the core lecture courses and optional courses and the practice of design. This course promotes an understanding of the built environment through design. While there will be a definite focus in the course on the physical and visual, exposure to a diversity of disciplines will encourage a collaborative and multidisciplinary approach to urban design. It will provide students with an appreciation of the complexities of the urban design process. It will integrate the economic, social, political and cultural aspects of the city, and demonstrate ways to present these visually. The City Design Studio is closely co-ordinated with the other core courses, in particular SO450 **Foundations of Urban Studies**, SO451 **Cities by Design** and SO452 **Urban Environment**. It is the student's responsibility to seek intellectual links between the content of related lecture courses and the City Design Studio.

The City Design Studio includes an intensive methodological introduction to the tools of urban analysis, and this commences on Monday 19 September 2005. The final review of project work will take place on Thursday 29 June 2006. All students will be expected to attend the methodological introduction and participate in project work until the final review.

**Content:** The City Design Studio encourages 'learning through doing': through an examination of the physical environment at all scales, from the space of the pavement to an entire district. A series of introductory exercises will introduce the tools for analysing, understanding and evaluating the built environment. As the year progresses students will become increasingly familiar and comfortable with the range of tools used to analyse and design sustainable urban environments, allowing them to conceptualise formal and social structures as an integral part of the design process.

The City Design Studio capitalises on London as an urban laboratory, since - as a multi-cultural World City - it offers conditions of difference that apply to most urban conditions found in the developed world. Developing individual communication skills is an essential part of the Programme. While the City Design Studio will emphasise the impact of visual communication, oral and written communication skills are complementary to the urban design process. Consequently, in the final stages of the City Design Studio, students will be able to elect how they are examined: whether they wish to produce a major 'design thesis' (a major studio-based design project) selected by Studio staff, or a 'written thesis' (an illustrated dissertation) on a subject approved by academic staff.

**Objectives:** In the context of the over-arching aims of the Cities Programme, students will become versatile in their approach to urban issues, through a varied exposure to a range of leading urban designers, policy makers, planners and social scientists.

For students with a background in architecture and design, the City Design Studio will provide an opportunity to apply their understanding of the built environment to social issues that relate not only to a single building or development, but also to the wider urban context. Exercises that work in parallel to the social sciences curriculum will encourage students to assess the relation of aesthetic considerations to policy and programme. Students will come to understand the city as a socially, as well as a physically dynamic environment. The City Design Studio will also help students to develop their visual, verbal and written communication skills as they relate to the urban design process.

Students with a background in those disciplines related to the social sciences will gain or expand their visual literacy in the areas of architecture and urban design. The course is as much about learning to look critically at the city and make observations about its physical attributes, as it is the positive processes of transformation. The acquisition of skills in interpreting and describing the city will equip students for more effective communication with urban designers, planners and policy makers. They will be provided with the means to investigate the relationship between the built environment and social issues and lead debates on the future of cities worldwide.

**Studio staff:** The City Design Studio will be led by urban design practitioners, policy makers and urban theorists appointed on a project-by-project basis.

*Input from LSE and associated Staff:*

*Primary contacts:*

Robert Tavernor, Director of the Cities Programme, Professor of Architecture and Urban Design

Sawas Verdis, Cities Programme Tutorial Fellow

*Associated LSE Staff:*

Ricky Burdett, Centennial Professor of Architecture and Urbanism

Kathryn Firth, KPF Cities Programme Visiting Fellow

David Frisby, Professor of Urban Sociology

Janet Foster, Senior Lecturer in Sociology

Saskia Sassen, Professor of Sociology

Richard Sennett, Professor of Sociology

Edward Soja, Centennial Visiting Professor

**Schedule:** The City Design and Social Science Programme begins with an introduction to Qualitative Analysis and to the tools of visual communication used in architecture and urban design. These introductory sessions ensure that students without a design background become immediately familiar with the language and tools of design and that students unfamiliar with quantitative analysis are introduced to these basic methodological tools. With respect to the latter, students will automatically be enrolled in M470. Through a series of short exercises, students become familiar with the basic tools of design and analysis: plans, sections, 3-D representation, land use, zoning, design guidelines, etc. There will be training sessions in computer software (ie, Vectorworks, Photoshop, PowerPoint, and Adobe Acrobat). Students with a design background are required to attend these introductory sessions as the assigned exercises will introduce specific urban design skills and provide an opportunity to work from the outset with fellow students having different backgrounds. The foundation course also provides a general introduction to London, its history and urban infrastructure, and includes visits to areas undergoing significant change.

**The Design Studio:** The City Design Studio course is held every Tuesday (09.30-18.00) and Wednesday (09.30-13.00) in MT, LT and ST (exam for the exam period). While there will not necessarily be structured coursework during the entire day these are the scheduled hours during which students and the Studio Co-ordinators will devote their time to studio-related activity. Throughout each term invited guests and members of staff will give seminars and presentations and/or be available to students for consultation. For the most part this will take place on Tuesdays and Thursdays within studio time. There is also a weekly evening lecture series which students are expected to attend.

**Course requirements:** *Visual presentations*

The presentation requirements expected of individuals and groups of students will be specified for each assigned Studio exercise. The specified requirements are to be regarded as a minimum level of acceptable work. Students are encouraged to produce visual material beyond that required, both to further communicate their ideas and to explore a variety of presentation techniques.

It is an objective of the course to compile for class use, and subsequent dissemination and reference, reduced versions of the various physical studies. All drawings should be titled, scaled and indicate directionality (as applicable).

*Written submissions*

The length of text required will be described for each exercise. Where aspects of the proposal involve text that is greater than that named - ie with policy recommendations, design guidelines - the actual word count

may be flexible. Except for those students who elect to produce a written thesis at the end of the course, written submissions associated with design project work should support visual material, and not replace it.

*Oral presentations*

At the end of most of the Studio exercises students will present their work to each other, members of staff and, often, invited guests. This presentation is sometimes referred to as a 'review', or as a 'crit' -(from 'critique').

Presentations will be allotted a short amount of time (5 - 15 minutes) depending on the breadth of the exercise. They should therefore be brief and to the point. The proposition and key recommendations or elements of the project must be clearly expressed in visual and verbal form. Students should use the visual material they have produced when explaining their response to a project brief.

**Note:** Several sessions specifically addressing presentations will be held during the year. Students are encouraged to consult instructors not only about project content but, as well, regarding how to best visually and verbally express their work.

**Assessment:** The Studio Course carries a weight the equivalent of 1.5 units, out of a total of 4 units assigned to the Cities Programme.

**Ongoing feedback and student monitoring**

One-to-one sessions will be held between the studio tutors and individual students to discuss their work and progress several times during each term.

**Final assessment will be based on:**

1. Proportion of year's marks allotted to compulsory studio project work: 30% for term 1 studio  
30% for term 2 studio

Project work should demonstrate the ability to present a design as a structured and reasoned exposition: from the formulation of a brief, to a design proposition, through to the testing of the proposition spatially and visually - i.e. the project should demonstrate a clear progression from analysis through to design development. Evidence should be demonstrated of progress and development through the first two terms.

2. Proportion of year's marks allotted to compulsory Portfolio submission: 10% for Portfolio submitted at start of term 3.

The Portfolio is a collation of the first two terms of studio work bound into one volume for assessment. It should document and summarise each studio project during that period.

3. Proportion of year's marks allotted to the options in term 3, for either the Design Thesis (a major studio-based design project); or the Written Thesis (a 5,000 word illustrated essay):

30% for either the Design or Written Thesis submitted on the last Thursday of term 3.

**Collaborative work**

Students will receive individual assessment.

**Portfolio submission date**

24 April 2006

**Design or Written Thesis submission date**

29 June 2006

### SO521

#### Research Seminar on Cities and Space

**This information is for the 2005/06 session.**

**Teacher responsible:** Dr Fran Tonkiss, S212

**Availability:** For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.

**Content:** This graduate seminar is based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space.

**Teaching:** One two-hour seminar every two weeks in the MT, LT and ST in Room Y309.

**Assessment:** This course is not assessed

### SO522

#### Research Seminar on Consciousness, Self and Society

**This information is for the 2005/06 session.**

**Teacher responsible:** Professor N Humphrey, Y320

**Availability:** For research students in the departments of Sociology, Anthropology, Philosophy and the Institute of Social Psychology.

**Content:** An extended discussion of the facts and implications of human consciousness. Individual students will be asked to provide commentaries on the lectures.

**Teaching:** Weekly two-hour meetings in LT.

**Assessment:** This course is non-assessed.



ST504

Statistics Workshops for Research Students

This information is for the 2005/06 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



## 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 from or be counted towards a degree or other qualification awarded by the School the proposal for such a course or Summer School, including its assessment regulations and practices, must first be considered by the 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.

## LANGUAGE CENTRE NON DEGREE OPTION COURSES

The information contained in this section is relevant to the non degree option courses offered by the Language Centre to all students registered at the School. These courses do not count as part of a students' degree programme but are offered in support of their programme of study.

This section should also be read in conjunction with the information provided by the Language Centre on its website: [www.lse.ac.uk/languages](http://www.lse.ac.uk/languages)

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

English for Academic Purposes Courses	468
Modern Foreign Language Certificate Courses	468



## ENGLISH FOR ACADEMIC PURPOSES COURSES

These courses are not credit bearing options. EAP courses are offered to all students who wish to take an EAP course outside of their degree programme. EAP courses aim to:

- enhance confidence, fluency and competence in English for Academic and Specific Purposes;
- practise the key language skills, with a particular emphasis on academic writing and speaking;
- encourage independent learning;
- improve associated and transferable skills such as: presentation, research and interpersonal skills;
- assist the process whereby students adjust to fit in with LSE and London life; maintain the synergy between the Language Centre and the department for those students registered on the departmental support programme; and
- act as a secure forum for subject related language activities.

For the 2005-2006 academic session, the following EAP courses are available (for specific information on course content and how to register please see the information on English Language Insessional Programmes on the Language Centre website: [www.lse.ac.uk/languages](http://www.lse.ac.uk/languages) or contact the Language Centre directly).

LN981 Dissertation Writing  
 LN982 Lecture and Academic Listening Skills  
 LN983 Pronunciation for Speakers of Non Indo-European Languages  
 LN984 Pronunciation for Speakers of Indo-European Languages  
 LN985 Presentation and Pronunciation Skills  
 LN986 Seminar Skills and Pronunciation  
 LN987 Text Analysis  
 LN988 Thesis Writing  
 LN989 Exam Writing Skills  
 LN990 Writing Skills  
 LN991 EAP Departmental Support  
 LN992 EAP Departmental Support  
 LN993 EAP Departmental Support  
 LN994 EAP Departmental Support  
 LN995 EAP Departmental Support  
 LN996 EAP Departmental Support  
 LN997 EAP Departmental Support  
 LN998 EAP for Graduate Teaching Assistants

## MODERN FOREIGN LANGUAGE CERTIFICATE COURSES

These courses are not credit bearing options. MFL Certificate courses are offered to all students who wish to take a foreign language course outside of their degree programme. MFL courses aim to:

- teach a language effectively across five bands from beginners to advanced;
- deliver a good balance between the key language skills of speaking, reading, listening and writing;
- relate language to the study of social sciences which could be of interest to the student;
- focus on student needs: for possible work, residence or further study abroad;
- encourage independent learning as an adjunct to class contact time; and
- make students aware of the transferable skills gained through their studies.

For the 2005-2006 academic session, the following MFL courses are available (for specific information on course content and how to register for these courses please see the information on the Language Centre website: [www.lse.ac.uk/languages](http://www.lse.ac.uk/languages) or contact the Language Centre directly).

LN701 Arabic: Level One (Standard)  
 LN702 Arabic: Level One (Fast Track)  
 LN703 Arabic: Level Two (Standard)  
 LN704 Arabic: Level Two (Fast Track)  
 LN705 Arabic: Level Three (Standard)  
 LN706 Arabic: Level Three (Fast Track)  
 LN707 Arabic: Level Four (Standard)  
 LN708 Arabic: Level Four (Fast Track)  
 LN709 Arabic: Level Five (Current Issues)  
 LN710 Introduction to Arabic Language and Society  
 LN711 Chinese: Level One (Standard)  
 LN712 Chinese: Level One (Fast Track)  
 LN713 Chinese: Level Two (Standard)  
 LN714 Chinese: Level Two (Fast Track)  
 LN715 Chinese: Level Three (Standard)  
 LN716 Chinese: Level Three (Fast Track)  
 LN717 Chinese: Level Four (Standard)  
 LN718 Chinese: Level Four (Fast Track)  
 LN719 Chinese: Level Five (Standard)  
 LN720 Chinese: Level Five (Pronunciation for Cantonese Speakers)  
 LN721 French: Level One (Standard)  
 LN722 French: Level One (Fast Track)  
 LN723 French: Level Two (Standard)  
 LN724 French: Level Two (Fast Track)  
 LN725 French: Level Two (Business Online)  
 LN726 French: Level Three (CIA)  
 LN727 French: Level Three (Standard)  
 LN728 French: Level Three (Fast Track)  
 LN729 French: Level Four (Standard)  
 LN730 French: Level Four (Fast Track)  
 LN731 French: Level Four (Grammar)  
 LN732 French: Level Four (Oral Communication)  
 LN733 French: Level Four (Learning Strategies)  
 LN734 French: Level Five (Management and Business French)  
 LN735 French: Level Five (Grammar Advanced)

LN736 French: Level Five (Visual Media)  
 LN737 French: Level Five (Legal Issues)  
 LN738 French: Level Five (European Issues)  
 LN739 French: Level Five (Media)  
 LN740 French: Level Five (LLF)  
 LN741 French: Level Five (Current issues)  
 LN742 German: Level One (Standard)  
 LN743 German: Level One (Standard Online)  
 LN744 German: Level One (Fast Track)  
 LN745 German: Level One (Super Fast Track)  
 LN746 German Level Two (Standard)  
 LN747 German Level Two (Super Standard)  
 LN748 German Level Two (Fast Track)  
 LN749 German: Level Two (Super Fast Track)  
 LN750 German: Level Three (Standard)  
 LN751 German Level Three (Fast Track)  
 LN752 German: Level Four (Standard)  
 LN753 German: Level Four (Fast Track)  
 LN754 German: Level Five (Current Issues)  
 LN755 German Level Five (Tandem Project)  
 LN756 German Level Five (Proficiency in Writing)  
 LN757 German: Level Five (Management and Business German)  
 LN758 Italian: Level One (Standard)  
 LN759 Italian: Level One (Fast Track)  
 LN799 Italian: Level One (CIA)  
 LN761 Italian: Level Three (Standard)  
 LN762 Italian: Level Four (Standard)  
 LN763 Italian: Level Five (Standard)  
 LN764 Japanese: Level One (Standard)  
 LN765 Japanese (Super Standard)  
 LN766 Japanese Level One (Fast Track)  
 LN767 Japanese Level One (Super Fast Track)  
 LN768 Japanese: Level Two (Fast Track)  
 LN769 Japanese: Level Three (Fast Track)  
 LN770 Japanese: Level Four (Fast Track)  
 LN771 Japanese: Level Five (Current Issues)  
 LN772 Russian: Level One (Standard)  
 LN773 Russian: Level One (Super Standard)  
 LN774 Russian: Level Two (Standard)  
 LN775 Russian: Level Three (Standard)  
 LN776 Russian: Level Four (Standard)  
 LN777 Russian: Level Five (Visual Media)  
 LN778 Spanish: Level One (Standard)  
 LN779 Spanish: Level One (Fast Track)  
 LN780 Spanish: Level Two (Standard)  
 LN781 Spanish: Level Two (Fast Track)  
 LN782 Spanish: Level Three (Standard)  
 LN783 Spanish: Level Three (Fast Track)  
 LN784 Spanish: Level Three (DELE)  
 LN785 Spanish: Level Four (Standard)  
 LN786 Spanish: Level Four (Fast Track)  
 LN787 Spanish: Level Four (DELE)  
 LN788 Spanish: Level Five (Current Issues)  
 LN789 Spanish: Level Five (Culture and Society)  
 LN790 Spanish: Level Five (Standard)  
 LN791 Spanish: Level Five (Management and Business SCC)  
 LN792 Portuguese: Level One (Standard)  
 LN793 Portuguese: Level Two (Standard)  
 LN794 Greek: Level One (Standard)  
 LN795 Greek: Level Two (Standard)  
 LN796 Turkish: Level One (Standard)  
 LN797 Turkish: Level Two (Standard)  
 LN798 Hebrew: Level One (Standard)



ENGLISH FOR ACADEMIC PURPOSES COURSES

English for Academic Purposes courses are designed to help students develop the language skills needed for success in their university studies. These courses focus on reading, writing, listening, and speaking skills, and are available in both intensive and part-time formats. The courses are tailored to the needs of students from a variety of backgrounds and are designed to help them achieve the language proficiency required for their degree programs.

INTERNATIONAL LANGUAGE CERTIFICATE COURSES

International Language Certificate courses provide students with the opportunity to learn a second language. These courses are available in a variety of languages, including Spanish, French, German, and Italian. The courses are designed to help students develop their listening, speaking, reading, and writing skills, and are available in both intensive and part-time formats. The International Language Certificate is a recognized credential that can be used to demonstrate language proficiency to employers and other institutions.

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